

# Hybrid Professional Master's Degree Animal Assisted Therapies





## Hybrid Professional Master's Degree

### Animal Assisted Therapies

Course Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.

Website: [www.techtitute.com/us/veterinary-medicine/hybrid-professional-master-degree/hybrid-professional-master-degree-animal-assisted-therapies](http://www.techtitute.com/us/veterinary-medicine/hybrid-professional-master-degree/hybrid-professional-master-degree-animal-assisted-therapies)

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# 01

# Introduction

Therapies and Assisted Interventions with different species have experienced a great boom in the world panorama. Their effectiveness has been demonstrated and animals such as dogs, horses and some farm animals have ceased to be simple elements of supply or company to form an active part in synergistic and more balanced relationships within work teams. Aware of this, TECH has designed this program that aims to provide veterinarians with a comprehensive update on the correct way to implement this type of therapy and thus obtain excellent results. This is a unique opportunity to position yourself at the forefront of a booming practice through an innovative program that combines 1,500 hours of the best content 100% online with 3 weeks of practical training in a prestigious veterinary center.







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*A program with which you will be able to get up to date with the best and newest Animal Assisted Therapies to promote your professional and personal satisfaction through a veterinary practice of the highest level"*

It is a fact that Animal Assisted Therapies are here to stay because of their unique ability to help people at risk of social exclusion, with functional diversity, psychological, emotional or psychiatric problems, and learning difficulties, among others. That is why it is vital that veterinarians have a deep understanding of how these techniques work, with the aim of promoting both the welfare of the people and the animals involved.

In this sense, TECH's Hybrid Professional Master's Degree in Animal Assisted Therapies is characterized by offering the student a deep understanding of these interventions as bidirectional and holistic work processes, giving the necessary weight to each of the elements that make up the human-animal binomial. In the same way, during the course of the program, these therapies will be studied in depth from a multidisciplinary approach, where the development and capabilities of the individuals will be taken into account, trying to improve the resources they have to develop in a more adapted and natural way in their environment.

All this along 1,620 hours of unparalleled theoretical and practical experience, enough, no doubt, for the professionals to be able to update their practice in an effective and guaranteed way. And the security of TECH lies in the very important research work carried out by the teaching team specialized in assisted therapies included in the program, which has worked tirelessly to design the 1,500 hours of theoretical, practical and additional 100% online content to which the graduate will have access. But that's not all, since the highlight of the experience comes once this first stage has been passed, with a 3-week stay in a reference center in the veterinary panorama. Thus, the graduates will be able to update themselves on the most important issues of anthrozoology and the psychology of animal learning with the help of the best experts.

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

- ♦ The development of case studies presented by experts in Animal Assisted Therapies
- ♦ 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
- ♦ News on Animal Assisted Therapies in different contexts
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Animal-Assisted Therapies
- ♦ 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



*Analyze and identify the regulations to be applied in the field of assistive species and Animal Assisted Therapies can be your responsibility. TECH gives you the keys to an effective application"*

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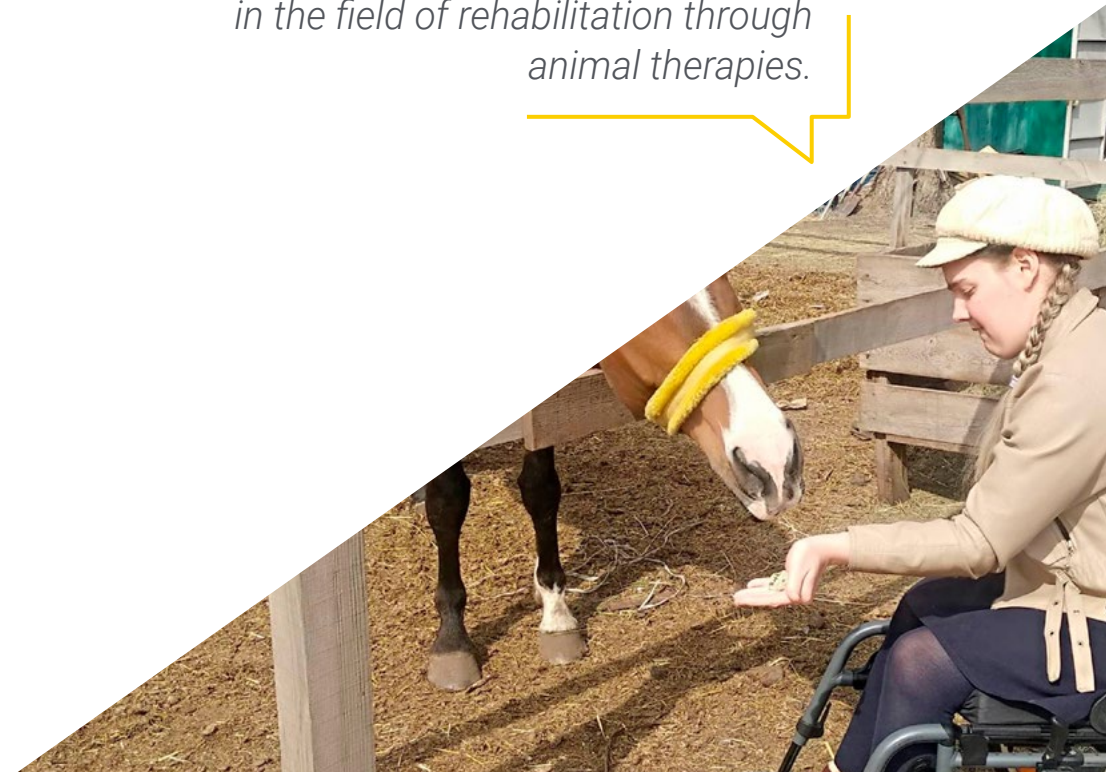
*This program is the best investment you can make to update your knowledge in Animal Assisted Therapies, a treatment currently on the rise”*

In addition, you will have the opportunity to do an internship in one of the best veterinary centers. In this proposal for a Hybrid Professional Master's Degree, of a professionalizing nature and blended mode, the program is aimed at updating professionals in the veterinary field who develop their functions in the areas of attention to diversity through Animal Assisted Therapies. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge in veterinary practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in the management of different species.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the veterinary professional to obtain a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

*The best didactic material at your fingertips thanks to TECH, whose innovative methodology will help you update and improve your professional skills.*

*You will be able to get up to date with the best strategies to establish the benefits of sensory integration in the field of rehabilitation through animal therapies.*





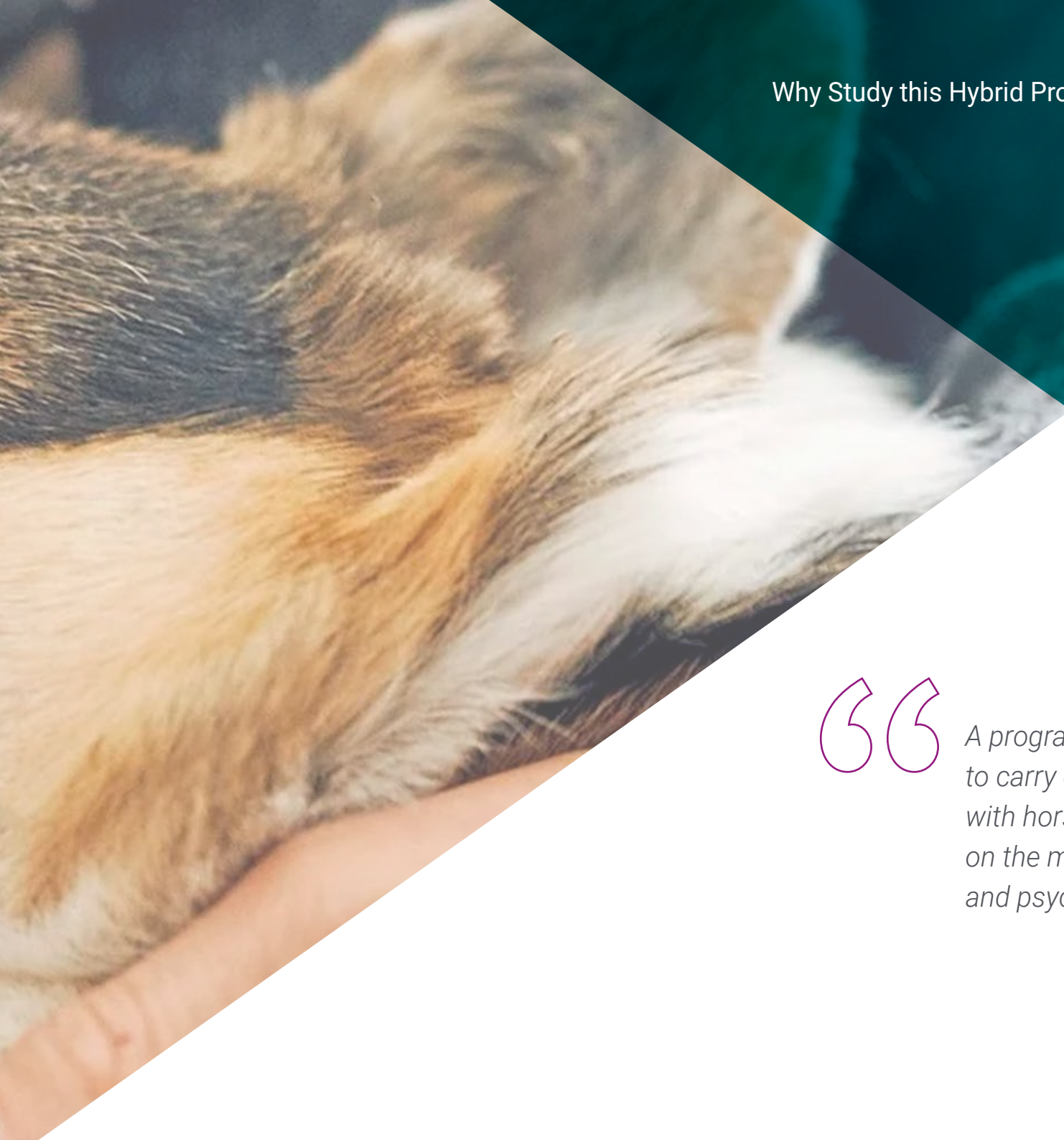
02

# Why Study this Hybrid Professional Master's Degree?

The area of work with animals, as well as the regulations related to use in issues such as those on which the subject of this Hybrid Professional Master's Degree is based, have forced veterinary professionals to update their practice in favor of an ethical and safe intervention both for the different species and for human patients. Therefore, the course of this program is ideal to delve precisely into all the issues that make up this practice, through a comprehensive update that combines the most cutting-edge theory with specialized practice in 1,620 hours of unparalleled academic experience.







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*A program that will give you the keys to carry out top level interventions with horses and dogs, based on the most avant-garde veterinary and psychological methodologies"*

### 1. Updating from the latest technology available

TECH invests every year in obtaining the best academic resources in order to offer its graduates the best and most dynamic experiences when they enroll in their programs. For this reason, and to continue along this line, it requires practice centers to have the most sophisticated and cutting-edge clinical technology, giving the specialist the opportunity to access it and to perfect their skills in its mastery.

### 2. Gaining In-Depth Knowledge from the Experience of Top Specialists

Thanks to the experience of the team of professionals who will accompany the graduates throughout the program, both in the theoretical part and during the practical stay, they will be able to get the most out of this program. They will be at your disposal to guide and advise you, as well as to provide you with the necessary resources to make this program a unique experience.

### 3. Entering First-Class Clinical Environments

The main advantage of this program is to allow the graduate to access in a protagonist way to the different situations that occur during the practical stay. That is to say, from the beginning, they will actively work in the application of Animal Assisted Therapies, as well as to design action plans focused on the needs of the patient and the characteristics of the species that has been recommended.







#### 4. Combining the Best Theory with State-of-the-Art Practice

The 1,500 hours of theoretical and additional content to which the graduate who enrolls in this Hybrid Professional Master's Degree will have access are only the prelude to the program. And what they will do during this period is to update the knowledge that, *posteriori*, they will be able to put into practice during their stay, giving rise to a complete and avant-garde experience from which they will obtain, in a guaranteed way, the best results.

#### 5. Expanding the Boundaries of Knowledge

TECH has an international agreement with multiple veterinary companies from different parts of the world, in order to blur the borders and provide graduates with the opportunity to take the internship in associations in different parts of the world, so that they can also be updated on the strategies that are being implemented in other territories.



*You will have full practical immersion at the center of your choice"*



# 03 Objectives

The main program objective is to provide veterinarians with the necessary tools to understand the importance and positive results of Animal Assisted Therapies in people with different conditions. Thus, after completing the study plan, the professionals will be fully capable of designing and implementing this type of interventions based on the most innovative strategies, since they will have a period of practical training in a center specialized in this type of care. The teachers and tutors will guide the student to master the approach of optimal conditions for both the animal and the patient.





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*Developing and defining concepts on the general anatomy of animals used for therapy will be one of the objectives of this program designed in blended learning mode”*





## General Objective

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- The general objective for which this Hybrid Professional Master's Degree in Animal Assisted Therapy has been designed is to provide the graduates with all the resources that will allow them to analyze the holistic change of people through the AAT and through the most innovative strategies for this purpose. Thus, they will be able to delve into the needs when it comes to forming multidisciplinary teams involved in these clinical guidelines, also delving into the legal and ethical aspects that accompany this practice in the current international veterinary environment.



*A qualification in which you will find the keys to address the emotional aspects of the death of a companion animal for the family environment based on the best and most innovative strategies"*







## Specific Objectives

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### Module 1. Animal Assisted Therapies

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

### Module 2. Fundamentals of Anthrozoology

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

### Module 3. Psychology of Learning

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

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

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

### **Module 5. Canine-Assisted Interventions**

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

### **Module 6. Equine-Assisted Interventions**

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

### **Module 7. Avian-Assisted Interventions**

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

### **Module 8. Non-Conventional Animal-Assisted Interventions**

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



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

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

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

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



# 04 Skills

After passing the evaluations of the Hybrid Professional Master's Degree in Animal Assisted Therapies, the professionals will have acquired the necessary competences for a quality and updated praxis based on the most innovative didactic methodology. All this will allow them to work optimally in those cases in which an animal is requested as a means to help solve problems of various kinds in all kinds of people. This will boost your career and enable you to work successfully in various environments, providing, in addition, a greater value to your professional and personal profile, making you a much more sought after veterinarian in the sector.





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*You will be able to educate, train and train animals that will serve as therapy for people with reduced mobility through the most innovative holistic trends"*





## General Skills

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







## Specific Skills

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



*A program with which you will be able to implement in your practice the best strategies to make the animal, whatever its species or breed, a functional part of a work team"*

05

# Course Management

This program includes in its teaching staff professionals from various areas related to Animal Assisted Intervention, such as veterinary medicine, psychology and speech therapy. They have poured their knowledge and experience in the realization of this master to guide together the students to better understand the operation of therapeutic guidelines with different species, from a multidisciplinary approach to better understand those pathologies and conditions on which these interventions have a higher rate of positive results. All this with the guarantee of the prestige of their academic and labor trajectory, TECH brand.





“

*Leading experts in the field have joined forces to provide you with the best resources based on the latest advances in animal-assisted therapies, such as hippotherapy”*



## Management



### Dr. Alarcón Rodríguez, Óscar Fabián

- ♦ Veterinary Ethologist at the Instituto Distrital de Protección y Bienestar Animal (District Institute for Animal Protection and Welfare)
- ♦ Veterinary Ethologist at the Canine Center of the Red Cross
- ♦ Animal Assisted Therapy Auditor at TEANIMA Association
- ♦ Controller and canine guide at the Colombian Center of Neurosensorial Stimulation
- ♦ Veterinarian in several veterinary clinics
- ♦ Veterinarian and Zootechnician by the San Martin University Foundation
- ♦ Master in Applied Ethology in Animal Management, Conservation and Welfare, Autonomous University of Madrid
- ♦ Diploma in Clinical Ethology from the Center of Veterinary Medical Specialties



### Ms. Fernández Puyot, Marisol

- ♦ Expert in Animal Assisted Therapies
- ♦ Member of the Teanima association
- ♦ Animal Assisted Therapy Coordinator and Coaching
- ♦ President and Coordinator of the Teanima Association
- ♦ Riding School Coordinator
- ♦ Collaborator and volunteer at the PE&CO Association
- ♦ Degree in Animal-Assisted Therapy, Complutense University of Madrid

## Professors

### Ms. Castillo Silvela, Irena

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

### Ms. Prittwitz Sanz, Clara

- ♦ Psychologist Specialist in Equestrian Therapies
- ♦ Psychologist at Teanima Association (Animal-Assisted Therapy)
- ♦ Degree in Psychology from the Complutense University Madrid
- ♦ Postgraduate Diploma in Equine Ethology and Equestrian Therapies, Autonomous University of Madrid

### Ms. Naranjo Cobo, Andrea

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

### Ms. López Casas, Sara

- ♦ Marine mammal trainer
- ♦ Exotic bird keeper
- ♦ Technical assistant for zoos and aquariums, Complutense University of Madrid

### Ms. Faoro, Valentina

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



*The teaching team has selected case studies from their own experiences so that you can improve your skills in a dynamic way as you progress through the theoretical syllabus"*

# 06

## Educational Plan

The structure of the contents of this Hybrid Professional Master's Degree has been designed by real professionals in the field of Animal Assisted Therapy, with an extensive academic background and recognized prestige in the profession, backed by the volume of cases reviewed, studied and diagnosed, and with extensive knowledge of new technologies applied to veterinary medicine. Thus, the syllabus consists of ten modules whose complete knowledge enables students to develop their professional work in this field of veterinary medicine. This will guarantee full competences to work in Animal Assisted Interventions from a multidisciplinary approach, which favors both the human and the animal.







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*You will learn the latest developments related to the fields of action within Animal Assisted Interventions (AAI)”*

## Module 1. Animal-Assisted Therapies

- 1.1. Animal Assisted Therapies
  - 1.1.1. Animal-Assisted Interventions (AAI), Animal-Assisted Therapies (AAT), Animal-Assisted Education (AAE), Animal-Resident Program (ARP)
  - 1.1.2. Animal-Assisted Activity (AAA)
  - 1.1.3. User Terminology
  - 1.1.4. Co-Therapist Animals
  - 1.1.5. Research
- 1.2. Multidisciplinary team
  - 1.2.1. Occupational Therapist
  - 1.2.2. Psychologist
  - 1.2.3. Pedagogue
  - 1.2.4. Physiotherapist
  - 1.2.5. Technical Trainer, Equestrian Guide
- 1.3. History of Animal-Assisted Interventions
  - 1.3.1. Chronology
  - 1.3.2. Using AAT
  - 1.3.3. Future Prospects
- 1.4. Animal-Assisted Coaching
  - 1.4.1. Differences between Coaching and Psychotherapy
  - 1.4.2. Animals for Coaching
  - 1.4.3. Equine-Assisted Coaching Objectives
  - 1.4.4. Avian-Assisted Coaching Objectives
- 1.5. Legislation
  - 1.5.1. The Need for Regulation in AAT
  - 1.5.2. The Need for Certified Training
  - 1.5.3. Legislation in Europe
  - 1.5.4. Legislation in American
- 1.6. Creating an AAI Entity
  - 1.6.1. Legal Form
  - 1.6.2. Recruiting Multidisciplinary Teams and Customers
  - 1.6.3. Customer Loyalty
  - 1.6.4. Facilities and Head Office
- 1.7. Volunteer and Internship Programs
  - 1.7.1. Volunteer Contracts / Agreements with Universities
  - 1.7.2. Volunteer Loyalty
  - 1.7.3. Education
  - 1.7.4. Insurance
- 1.8. Occupational Hazard Prevention
  - 1.8.1. Work Clothes
  - 1.8.2. Information Signs
  - 1.8.3. COVID-19 Protocol
  - 1.8.4. Fire Extinguishers
  - 1.8.5. First Aid
- 1.9. Licenses and Permits
  - 1.9.1. Livestock Farming Registry (REGA in Spanish), Zoological Nucleus
  - 1.9.2. Data Protection Law
  - 1.9.3. Socio-Health Licenses
  - 1.9.4. Federal Licenses
- 1.10. Animal-Assisted Therapy Regulations
  - 1.10.1. Civil and Criminal Liability
  - 1.10.2. Animal Abuse
  - 1.10.3. Animal Well-being during Transport
  - 1.10.4. Veterinary Inspection
  - 1.10.5. Carcass Processing

## Module 2. Fundamentals of Anthrozoology

- 2.1. Domestication Process
  - 2.1.1. Theories on Domestication
  - 2.1.2. Scientific Data on Domestication
  - 2.1.3. The Importance of Domestication
- 2.2. Cognitive Ethology
  - 2.2.1. Memory
  - 2.2.2. Spatial Cognition
  - 2.2.3. Categorization
  - 2.2.4. Interspecies Communication Processes
  - 2.2.5. State of Consciousness
  - 2.2.6. Quantity Ratio
  - 2.2.7. Tool Use
- 2.3. Developing Bonds with Animals
  - 2.3.1. Attachment Theory
  - 2.3.2. Behavioral Synchronization
  - 2.3.3. Empathic Feeling
- 2.4. Animal Welfare
  - 2.4.1. The Five Animal Freedoms
  - 2.4.2. The Five Domains of Animal Well-Being
  - 2.4.3. Environmental Enrichment
  - 2.4.4. Animal Well-Being Measurement Methods
  - 2.4.5. The *"One health, one welfare"* Concept
- 2.5. Animal Bioethics
  - 2.5.1. Main Positions on Bioethics
  - 2.5.2. Animal Use in AAI: Justification
  - 2.5.3. Animals as Abuse Victims
- 2.6. Responsible Ownership
  - 2.6.1. Acquisition and Commitments in Companion Animal Interventions
  - 2.6.2. Owner Civil Rights and Duties in Animals Used in Interventions
  - 2.6.3. Responsible Breeding
  - 2.6.4. Work Dogs
  - 2.6.5. Multispecies Homes
- 2.7. Human Impact on Ecological Systems
  - 2.7.1. Species Trafficking
  - 2.7.2. Species Conservation
  - 2.7.3. Risks of Losing Animals in Captivity
  - 2.7.4. Petification
- 2.8. The Role of Companion Animals for Children
  - 2.8.1. Accompaniment in Child-Animal Interactions
  - 2.8.2. Animals as Facilitators in Child Learning
  - 2.8.3. Using Animals in Children Educational Centers
- 2.9. The Role of Companion Animals in Older Adults
  - 2.9.1. Loneliness in Older Adults
  - 2.9.2. Accompaniment in Older Adult-Animal Interactions
  - 2.9.3. Animals as Physical and Mental Exercise Support for Older Adults
  - 2.9.4. Using Animals in Geriatric Centers
- 2.10. Grief at the Loss of a Companion Animal
  - 2.10.1. Veterinary Thanatology
  - 2.10.2. Euthanasia, Orthothanasia and Dystanasia
  - 2.10.3. Guided Emotional Support



### Module 3. Psychology of Learning

- 3.1. Learning psychology
  - 3.1.1. Historical Background: From the Study of the Mind to Reflexes
  - 3.1.2. What Makes Us Intelligent? The Importance of Comparative Studies between Animals and Humans
    - 3.1.2.1. Animal Models: Types and Reasons for Use
    - 3.1.2.2. Assessment and Measurement Paradigms
  - 3.1.3. Learning and Cognition: Commonalities and Distinctions
- 3.2. Behavior as a Learning Axis
  - 3.2.1. The Nature of Reflexes
  - 3.2.2. Habituation vs. Sensitization
    - 3.2.2.1. Dual Process Theory
  - 3.2.3. Emotions. Dual Process Theory
- 3.3. Classical Conditioning: The Study of Learning
  - 3.3.1. Pavlov and His Contributions
    - 3.3.1.1. Excitatory Conditioning
    - 3.3.1.2. Inhibitory Conditioning
  - 3.3.2. Mechanisms of action
    - 3.3.2.1. Intensity, Salience, Relevance, and Pertinence
    - 3.3.2.2. Biological Forcing Theory
    - 3.3.2.3. Stimulus Substitution Model
    - 3.3.2.4. Blocking Effect
    - 3.3.2.5. Rescorla and Wagner: Model and Application
- 3.4. Operant Conditioning: The Instrumentalization of Behavior
  - 3.4.1. Instrumental Procedure
    - 3.4.1.1. Reinforcements
    - 3.4.1.2. Punishment
    - 3.4.1.3. Stimulus and Response
    - 3.4.1.4. Contingency
  - 3.4.2. Motivational Mechanisms
    - 3.4.2.1. Association and Law of Effect
    - 3.4.2.2. Reward and Expectations
    - 3.4.2.3. Behavioral Regulation
  - 3.4.3. Skinner's Contributions to Learning and Behavioral Studies
- 3.5. The Relevance of Stimuli
  - 3.5.1. Discrimination and Differential Response
  - 3.5.2. Generalization and Gradients
  - 3.5.3. Stimulus Control
    - 3.5.3.1. Sensory Capacity and Stimulus Orientation
    - 3.5.3.2. Stimulus Equivalence
    - 3.5.3.3. Context Cues and Conditional Relationships
- 3.6. Respiratory Muscles in Operant Conditioning
  - 3.6.1. Reward Training
    - 3.6.1.1. Simple
      - 3.6.1.1.1. Fixed Ratio
      - 3.6.1.1.2. Variable Ratio
      - 3.6.1.1.3. Fixed Interval
      - 3.6.1.1.4. Variable Interval
    - 3.6.1.2. Complexity
    - 3.6.1.3. Concurrent
  - 3.6.2. Punishment Training
  - 3.6.3. Escape and Avoidance Training
  - 3.6.4. Omission (Punishment) Training
- 3.7. Learning to Unlearn: Extinction
  - 3.7.1. Effects of Extinction Procedures
    - 3.7.1.1. Spontaneous Recovery
    - 3.7.1.2. Renovation.
    - 3.7.1.3. Restoration and Reinstallation

- 3.7.2. Inhibitory Associations and Paradoxical Effects
- 3.7.3. Impact of Partial Reinforcement
- 3.7.4. Resistance to Change
- 3.8. The Role of Cognition in Learning
  - 3.8.1. Memory Paradigms and Mechanisms
    - 3.8.1.1. Working Memory.
    - 3.8.1.2. Reference Memory
    - 3.8.1.3. Spatial Memory
    - 3.8.1.4. Acquisition and Encoding
    - 3.8.1.5. Retention and Retrieval
  - 3.8.2. Forgetfulness
    - 3.8.2.1. Proactive Interference
    - 3.8.2.2. Retroactive Interference
    - 3.8.2.3. Retrograde Amnesia
  - 3.8.3. Cognition Learning Categorization
- 3.9. Neuroscience Foundations in Learning
  - 3.9.1. Sensitive Periods
  - 3.9.2. The Brain and the Areas Responsible for Learning
  - 3.9.3. The Role of Executive Functions
    - 3.9.3.1. Inhibitory Control
    - 3.9.3.2. Working Memory.
  - 3.9.4. Neuronal Plasticity and Cognitive Flexibility
  - 3.9.5. The Role of Emotions
- 3.10. Current State of Research on Learning and Future Perspectives
  - 3.10.1. The Impact of Learning on the Development of Psychological and Behavioral Problems in Humans and Animals
  - 3.10.2. Paradigms of Learning and Behavior vs. Medical and Pharmacological Models
  - 3.10.3. The Study of Learning and Its Applications in Therapeutic and Care Settings

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

- 4.1. User Evaluation
  - 4.1.1. First Interview and Information Gathering
  - 4.1.2. Observing User Behavior with Animals
  - 4.1.3. Different Areas to be Evaluated
  - 4.1.4. Animal selection according to User Needs
- 4.2. Setting Objectives
  - 4.2.1. General Objectives
  - 4.2.2. Specific Objectives
  - 4.2.3. Intervention Plan
  - 4.2.4. Returning Information to Users and/or Family Members
- 4.3. Techniques and Strategies
  - 4.3.1. The Importance of Therapeutic Links
  - 4.3.2. Therapeutic Strategy
  - 4.3.3. Design of Activities
  - 4.3.4. Resources and Timing
- 4.4. User Monitoring
  - 4.4.1. Program Assessment
  - 4.4.2. Assessing Difficulties Encountered during Therapy
  - 4.4.3. Incorporating New Techniques and Activities in Therapy
- 4.5. Areas of Intervention
  - 4.5.1. City
  - 4.5.2. Psychological-Emotional
  - 4.5.3. Cognitive
  - 4.5.4. Social
- 4.6. Techniques Used
  - 4.6.1. Psychological-Emotional Dimension
  - 4.6.2. Cognitive Domain
  - 4.6.3. Social Dimension

- 4.7. Intervention in Complicated Situations
  - 4.7.1. Specific Training
  - 4.7.2. Crises and Absences
  - 4.7.3. Animal Stress
- 4.8. Equine-Assisted Interventions
  - 4.8.1. Hippotherapy
    - 4.8.1.1. Twin Mounting
    - 4.8.1.2. Grounding
  - 4.8.2. Therapeutic Riding
  - 4.8.3. Adapted Horsemanship
- 4.9. Other Animal-Assisted Interventions
  - 4.9.1. Interventions with Birds
  - 4.9.2. Interventions with Dogs
  - 4.9.3. Farm Animal Interventions
- 4.10. Scientific Evidence for AAI
  - 4.10.1. Interventions with Dogs
  - 4.10.2. Interventions with Horses
  - 4.10.3. Interventions with Other Mammals and Rodents
- 5.3. Dog Characteristics for Assisted Interventions
  - 5.3.1. Physical Characteristics
  - 5.3.2. Behavioral Characteristics
  - 5.3.3. Selectively Bred or Pedigreed Dogs
  - 5.3.4. Dogs from Shelters or Pounds
- 5.4. Canine Selection Methods for Assisted Interventions
  - 5.4.1. Campbell's Test
  - 5.4.2. Canine Behavioral Assessment and Research Questionnaire (C-BARQ)
  - 5.4.3. The Ethological Test *Ethotest*
  - 5.4.4. Other Protocols for Canine Selection
- 5.5. Training Techniques
  - 5.5.1. Traditional Training
  - 5.5.2. Positive Training
  - 5.5.3. *Shaping*
  - 5.5.4. *Luring*
  - 5.5.5. *Targeting*
  - 5.5.6. *Clicker* Use
- 5.6. Management Training Techniques
  - 5.6.1. Propaedeutics for Learning
  - 5.6.2. Attention to Calling
  - 5.6.3. Walking Side by Side
  - 5.6.4. Standing Orders
  - 5.6.5. Muzzle Use
- 5.7. Training Techniques by Objectives
  - 5.7.1. Grasping, Bringing and Releasing Objects
  - 5.7.2. Going to a Place
  - 5.7.3. Barking on Command
  - 5.7.4. Behavior Imitation
- 5.8. Canine Handling during Sessions
  - 5.8.1. Canine Handling and Activity Elements
  - 5.8.2. Controlled Approach with Users
  - 5.8.3. How to End a Session with the Dog?

## Module 5. Canine-Assisted Interventions

- 5.1. Canine Ethology
  - 5.1.1. Behavioral Genetics
  - 5.1.2. Behavioral Developmental Processes in Puppies
  - 5.1.3. Canine Communication
  - 5.1.4. Intraspecies and Interspecies Hierarchies
  - 5.1.5. Hormonal Influence on the Development of Canine Behaviors
  - 5.1.6. Play Behavior
- 5.2. Canine Intelligence
  - 5.2.1. Understanding Human Language
  - 5.2.2. Problem Solving Skills
  - 5.2.3. Studies on the Most Intelligent Breeds



- 5.9. Veterinary Care
  - 5.9.1. Preventive Medicine
  - 5.9.2. Basic First Aid
  - 5.9.3. Genetic Problems of Common Intervention Breeds
  - 5.9.4. Nutrition and Diet
- 5.10. Detecting Canine Behavior Problems
  - 5.10.1. Stress Factors
  - 5.10.2. Aggressiveness
  - 5.10.3. Fear, Anxiety and Phobia
  - 5.10.4. Impulsiveness
  - 5.10.5. Senility

## Module 6. Equine-Assisted Interventions

- 6.1. Ethology
  - 6.1.1. History of Equine Ethology
  - 6.1.2. Theoretical Ethological Basis
  - 6.1.3. Equine Ethology
- 6.2. Equine Behavior
  - 6.2.1. Horses in the Animal Kingdom
  - 6.2.2. Equine Breeds
  - 6.2.3. Equine Behavior
- 6.3. Equine
  - 6.3.1. Horse Breeding
  - 6.3.2. Equine Characteristics
  - 6.3.3. Equine Education
- 6.4. Types of Horses Used in Assisted Interventions
  - 6.4.1. Selecting Suitable Horses for Assisted Interventions
  - 6.4.2. Horse Characteristics for Assisted Intervention
  - 6.4.3. Horse Training for Assisted Interventions
- 6.5. Horse Care
  - 6.5.1. Diet in Therapy Horses
  - 6.5.2. Care in Therapy Horses
  - 6.5.3. Education in Therapy Horses

- 6.6. Horse Training
  - 6.6.1. Therapy Horse Training
  - 6.6.2. Treatment and Ground Training in Therapy Horses
  - 6.6.3. Treatment and Saddle Training in Therapy Horses
- 6.7. Working Techniques in Horses
  - 6.7.1. Therapeutic Tasks and Activities
  - 6.7.2. Warm-Ups and Walks
  - 6.7.3. Relaxation and Breaks
- 6.8. Cotherapeutic Animals
  - 6.8.1. The Horse in Equine Therapy
  - 6.8.2. Benefits for the Horse in Equine Therapy
  - 6.8.3. Benefits for the Other Animals in Equine Therapy
- 6.9. Horse Pathologies
  - 6.9.1. Types of Pathologies
  - 6.9.2. Selecting a Horse for each Type of Pathology
  - 6.9.3. Pathologies not Suitable for Equine Therapy
- 6.10. Horse Equipment
  - 6.10.1. Equine Therapy: Cinchuelo and Stable Bridle
  - 6.10.2. Therapeutic Riding: Saddle and Working Bridle
  - 6.10.3. Complementary Equipment according to the Pathology

## Module 7. Avian-Assisted Interventions

- 7.1. General Ethological Aspects of Birds for Assisted Interventions
  - 7.1.1. Falconiformes
  - 7.1.2. Strigiformes
  - 7.1.3. Psittaciformes
  - 7.1.4. Other Species
- 7.2. Evidence for Intelligence in Birds
  - 7.2.1. Visual and Hearing Acuity
  - 7.2.2. Spatial Localization
  - 7.2.3. Gregarious Behavior Synchronization
  - 7.2.4. Imitating Human Language
  - 7.2.5. Problem-Solving Skills

- 7.3. History of Human Activities Conducted with Birds
  - 7.3.1. Falconry
  - 7.3.2. Colombiculture
  - 7.3.3. Avian-Assisted Interventions
- 7.4. Avian Characteristics for Assisted Intervention
  - 7.4.1. Physical Characteristics
  - 7.4.2. Behavioral Characteristics
  - 7.4.3. Breeding Birds
  - 7.4.4. Birds in Recovery Centers
- 7.5. Bird Management and Control
  - 7.5.1. Glove or Gauntlet
  - 7.5.2. Creance
  - 7.5.3. Jesses
  - 7.5.4. Straps
  - 7.5.5. Scales
  - 7.5.6. Hood
  - 7.5.7. Telemetry Equipment
- 7.6. Handling Facilities
  - 7.6.1. Enclosures
  - 7.6.2. Environmental Enrichment
  - 7.6.3. Classrooms for Birds-Assisted Interventions
- 7.7. Training Techniques
  - 7.7.1. Taming or Habituation
  - 7.7.2. Jumps to the Fist
  - 7.7.3. Flights with Belay
  - 7.7.4. Flights without Belay
- 7.8. Daily Preparation Routines
  - 7.8.1. Diet Preparation
  - 7.8.2. Cleaning of Enclosures
  - 7.8.3. Physical Condition and Health Evaluation
  - 7.8.4. Landscaping
  - 7.8.5. Education
  - 7.8.6. Daily Activity Record

- 7.9. Veterinary Care
  - 7.9.1. Preventive Medicine
  - 7.9.2. Most Common Diseases
  - 7.9.3. Plumage Maintenance
- 7.10. Legal Requirements for Keeping Wild Birds
  - 7.10.1. Current Legislation on Keeping Wild Birds
  - 7.10.2. Documentation Requirements
  - 7.10.3. Associations Regulating or Reporting on the Use of Wild Birds

## Module 8. Non-Conventional Animal-Assisted Interventions

- 8.1. Unconventional Animals
  - 8.1.1. Unconventional Animals
  - 8.1.2. Types of Unconventional Animals
    - 8.1.2.1. Marine Mammals
    - 8.1.2.2. Farm Animals
    - 8.1.2.3. Others
  - 8.1.3. Intervention Contexts and Scope
    - 8.1.3.1. Physical and Neuronal
    - 8.1.3.2. Psychomotor
    - 8.1.3.3. Therapy
    - 8.1.3.4. Cognitive
- 8.2. Unconventional Animals: Marine Mammals
  - 8.2.1. Organization and Ethology
    - 8.2.1.1. Cetaceans (Dolphins)
    - 8.2.1.2. Pinnipeds (Sea Lions and Seals)
  - 8.2.2. Dolphin Therapy (DAT) and Otarian-Assisted Therapy (OAT)
- 8.3. Unconventional Animals: Farm Animals
  - 8.3.1. Organization and Ethology
    - 8.3.1.1. Bovine: Cattle and Sheep
    - 8.3.1.2. Birds: Hens and Poultry
    - 8.3.1.3. Rodents and Rabbits
  - 8.3.2. Farm Schools and Therapeutic Environments

- 8.4. Parameters for Human-Animal Interaction in Non-Conventional Animal-Assisted Interventions
  - 8.4.1. Animal Requirements: Health Status and Zoonosis
  - 8.4.2. Education and Preparation
    - 8.4.2.1. Professionals and Therapists
    - 8.4.2.2. Trainers
    - 8.4.2.3. Users
    - 8.4.2.4. Environment and Tools
  - 8.4.3. Scope and Limitations
- 8.5. Non-Conventional Animal Training for Assisted Interventions
  - 8.5.1. Habitat Considerations vs. Natural Environment
  - 8.5.2. Veterinary Behavior and Therapeutic Uses
  - 8.5.3. Training Techniques
    - 8.5.3.1. Positive Reinforcement (Primary and Secondary Reinforcement)
    - 8.5.3.2. *Timing and Bridging*
    - 8.5.3.3. Least Reinforcing Scenario (LRS)
    - 8.5.3.4. *Time Out*
    - 8.5.3.5. Systematic Desensitization
- 8.6. Theories on the Effectiveness of Non-Conventional Animal-Assisted Interventions
  - 8.6.1. Mechanisms of action
    - 8.6.1.1. Stress Buffering Value
    - 8.6.1.2. Wampold's Contextual Model
  - 8.6.2. Mechanisms of Change in Dolphin Therapy
    - 8.6.2.1. Cavitation Hypothesis
    - 8.6.2.2. Resonance Hypothesis
  - 8.6.3. Positive Healing Bond Hypothesis
- 8.7. Non-Conventional Animal-Assisted Interventions for Physical and Neurological Disabilities
  - 8.7.1. Dolphin Therapy and Otariid-Assisted Therapy (OAT) in People with Brain Damage
  - 8.7.2. Dolphin Therapy and OAT in Children and Adults with Autism Spectrum Diagnosis
  - 8.7.3. Farm Animals in Older Adults Diagnosed with Alzheimer's Disease
- 8.8. Non-Conventional Animal-Assisted Interventions in Emotional and Psychological Disturbances
  - 8.8.1. Therapeutic Farm in People Diagnosed with Mental Illness
  - 8.8.2. Impact of Otolaryngeal-Assisted Therapy on Caregiver Overload
  - 8.8.3. Dolphin Therapy in People with Mood and Affect Disorders
- 8.9. Ethical Considerations and Animal Well-Being Indicators
  - 8.9.1. Perspectives in Europe and Spain
  - 8.9.2. Measurement Tools and Parameters
  - 8.9.3. Environmental Enrichment
    - 8.9.3.1. Human-Animal Interaction as an Enrichment Tool
    - 8.9.3.2. Visitor Effect Incidence
- 8.10. Current Status and Future Recommendations in Non-Conventional Animal-Assisted Interventions
  - 8.10.1. The Importance of the Work Done by Keepers and Trainers with Zoo Animals in Assisted Interventions
  - 8.10.2. Work Parameters in Field Practice: Trials and Single Cases
  - 8.10.3. Reflections on the Impact of Interventions on the Well-Being of Unconventional Animals

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

- 9.1. Functional Diversity
  - 9.1.1. Intellectual Disability
  - 9.1.2. Physical Disability
  - 9.1.3. Sensory Disability
  - 9.1.4. Psychic Disability



- 9.2. Intellectual Disabilities
  - 9.2.1. Intellectual Disabilities
  - 9.2.3. Types of Intellectual Disabilities
  - 9.2.4. Autism Spectrum Disorder
  - 9.2.5. Attention Deficit Hyperactivity Disorder
  - 9.2.6. Specific Learning Disorders
  - 9.2.7. Communication Disorder
  - 9.2.8. Rett Syndrome
- 9.3. Physical Disabilities
  - 9.3.1. Physical Disabilities
  - 9.3.2. Types of Functional Physical Diversity
  - 9.3.3. Pediatric Cerebral Palsy
  - 9.3.4. Adult Cerebral Palsy
  - 9.3.5. Spina Bifida
  - 9.3.6. Multiple Sclerosis
  - 9.3.7. Musculoskeletal Conditions
    - 9.3.7.1. Scoliosis
    - 9.3.7.2. Hyperlaxity
- 9.4. Sensory Disabilities
  - 9.4.1. Sensory Disability
  - 9.4.2. Types of Sensory Disabilities
  - 9.4.3. Hearing Impairment
  - 9.4.4. Sensory Disability
  - 9.4.5. Deafblindness
  - 9.4.6. Sensory Processing Disorders
- 9.5. Psychic Disabilities
  - 9.5.1. Psychic Disability
  - 9.5.2. Health and Mental Illness
  - 9.5.3. Mental Disorders in Childhood or Adolescence
  - 9.5.4. Mental Disorders in Adulthood
- 9.6. The Role of Health Care Professionals in AAI Programs
  - 9.6.1. Multidisciplinary Teams
  - 9.6.2. Occupational Therapists
  - 9.6.3. Psychologists
  - 9.6.4. Speech Therapist
  - 9.6.5. Physiotherapists
    - 9.6.5.1. Equine-Assisted Therapies and Interventions: A Physiotherapeutic Approach
    - 9.6.5.2. Canine-Assisted Therapies and Interventions: A Physiotherapeutic Approach
    - 9.6.5.3. Avian-Assisted Therapies and Interventions: A Physiotherapeutic Approach
  - 9.6.6. Therapeutic Objectives
  - 9.6.7. Therapeutic Approach
  - 9.6.8. Therapeutic Evaluation
  - 9.6.9. Animal-Assisted Interventions (AAI) and Research
- 9.7. Benefits of Animals as Therapeutic Agents
  - 9.7.1. Benefits of Animal Use in AAI
  - 9.7.2. Horses
  - 9.7.3. Birds
  - 9.7.4. Small Mammals
- 9.8. Animal-Assisted Early Intervention
  - 9.8.1. Benefits
  - 9.8.2. Relevant Factors
  - 9.8.3. Stimulation.
  - 9.8.4. Precautions and Contraindications
- 9.9. Geriatrics
  - 9.9.1. Geriatrics and Gerontology
  - 9.9.2. Diseases
  - 9.9.3. Precautions and Contraindications
- 9.10. Persons and Groups at Risk of Social Exclusion
  - 9.10.1. Conceptual Delimitation
  - 9.10.2. Groups at Risk of Social Exclusion
  - 9.10.3. Types of Interventions to Reduce the Risk of Social Exclusion

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

- 10.1. Application Areas in AAI
  - 10.1.1. Specific Areas in AAI
  - 10.1.2. The Three Fundamentals in Assisted Interventions
- 10.2. Geriatric
  - 10.2.1. Methodology
  - 10.2.2. Canine-Assisted Interventions in Centers for the Elderly
  - 10.2.3. Equine-Assisted Interventions in Centers for the Elderly
- 10.3. Hospitals
  - 10.3.1. Methodology
  - 10.3.2. Canine-Assisted Interventions in Hospital Centers
  - 10.3.3. Equine-Assisted Interventions in Hospital Centers
- 10.4. Penitentiaries
  - 10.4.1. Methodology
  - 10.4.2. Most Common AAIs in Prisons
- 10.5. Educational Institutions
  - 10.5.1. Methodology
  - 10.5.2. Most Common AAIs in Educational Institutions
- 10.6. Applied Coaching
  - 10.6.1. Methodology
  - 10.6.2. Equine-Assisted Coaching
  - 10.6.3. Bird-of-Prey-Assisted Coaching
- 10.7. AAI from an Occupational Therapy Perspective
  - 10.7.1. Occupational Therapy (OT)
  - 10.7.2. Animal-Assisted Therapy from the Model of Human Occupation (MOHO) Approach
  - 10.7.3. Including Occupational Therapists in AAI Teams
  - 10.7.4. Occupational Therapy and Hippotherapy
  - 10.7.5. Occupational Therapy and Canine-Assisted Interventions

- 10.8. AAI from a Physical Therapy Perspective
  - 10.8.1. Physiotherapy and Hippotherapy
  - 10.8.2. Physiotherapy and Canine-Assisted Interventions
- 10.9. AAI from a Psychology Perspective
  - 10.9.1. Psychology and Hippotherapy
  - 10.9.2. Psychology and Canine-Assisted Interventions
- 10.10. AAI Status in Spain
  - 10.10.1. Predominance of AAI in Spanish Autonomous Communities
  - 10.10.2. Intervention Areas
  - 10.10.3. Conclusions



*A program with which, in just 12 months, you will have managed to raise the talent of your veterinary practice to the maximum through the knowledge of the most innovative animal therapy techniques"*

07

# Clinical Internship

The strong point of this program is undoubtedly the period of stay in a veterinary center of the highest level. Thanks to this, the graduates will be able to enjoy 120 hours of professional activity with a team of the highest level, thanks to which they will be able to update themselves on animal-assisted therapy techniques in a more comfortable, versatile and effective way.







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*Get a professional development with this program, composed of the most innovative contents in animal-assisted therapy, with an internship in a specialized association”*

The Internship Program of this program in Animal Assisted Therapies consists of a 3-week stay in a reference center. It is therefore constituted by a refresher course with a specialist. This stay will allow the students to see real cases with a professional team of reference in the veterinary field, applying the most innovative procedures of last generation.

In this training proposal, completely practical in nature, the activities are aimed at developing and perfecting the skills necessary for the provision of veterinary care in areas and conditions that require a high level of qualification, and are oriented to the specific training for the exercise of the activity, in an environment of safety and high professional performance.

It is undoubtedly an opportunity to learn by working with institutions that are committed to the health benefits of Animal Assisted Therapies. Their mission is, therefore, the physical, psychological, social and emotional health of people, so they provide a better quality of life to all types of individuals through contact and interactions with animals in a playful environment, where in addition to learning and rehabilitation, they have fun. The animals produce that motivation and a greater involvement in the therapies achieving the objectives more quickly.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for veterinary praxis (learning to be and learning to relate).

The procedures described below will form the basis of the practical part of the training, and their implementation is subject to both the suitability of the patients and the availability of the center and its workload, with the proposed activities being as follows:



*With this internship you will see firsthand how animals play a role in the well-being of human patients and how they contribute to improving their health"*



Module	Practical Activity
<b>Animal Assisted Interventions and fields of action</b>	Analysis of the main lines of research in Equine Assisted Interventions (IAC)
	Using the main lines of research in Dog Assisted Interventions (CAI) with dogs (IAP)
	Visualize the different theories: attachment theory, bonding theory, attachment theory and occupational behavior theory
	Analyze communication disorders
	Analyze the parameters of mental health and mental illness
	Practicing the process of personal growth and team building
<b>Therapies and Animal Assisted Interventions with animals from the approach of Physiotherapy and Speech Therapy</b>	Practicing Equine Assisted Therapies and Interventions from a physiotherapeutic approach
	Implementation of Hippotherapy, Therapeutic Horsemanship, Therapeutic Riding and foot to ground
	Practice Equine Assisted Interventions in Down Syndrome and Aging
	Analyze the neurological bases of intervention through Equine Assisted Interventions (EIA)
	Practice in the speech therapy performance within the therapies and Interventions Assisted by dogs (IAP): learning disorders, autism spectrum disorder, specific language disorder, intellectual functional diversity, Alzheimer's disease and other dementias
	Designing and planning speech therapy intervention within Animal Assisted Interventions (AAI): initial semi-structured interview, assessment, assessment report, treatment completion and final report
<b>Ethology and animal welfare in the field of Animal Assisted Therapies</b>	Analyzing stress in Animal Assisted Therapies
	Practice of invasive and non-invasive methods to obtain samples
	Study canine behavior
	Deepen in the guidelines of effective canine training according to breeds
	Motivation of equine welfare in the field of Animal Assisted Therapies
	Study Equine behavior
	Practice dressage and training



## Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



## General Conditions for Practical Training

The general terms and conditions of the internship agreement for the program are as follows:

**1. TUTORIAL:** During the Internship Program, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

**2. DURATION:** the internship program will have a duration of three continuous weeks of practical training, distributed in 8-hour days, five days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

**3. NON-ATTENDANCE:** in case of no-show on the day of the beginning of the Hybrid Professional Master's Degree, the students will lose the right to the same without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

**4. CERTIFICATION:** Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

**5. EMPLOYMENT RELATIONSHIP:** the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

**6. PRIOR EDUCATION:** Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

**7. DOES NOT INCLUDE:** the Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the students with all the necessary information to facilitate the procedures in any case.



# 08

## Where Can I Do the Clinical Internship?

TECH, understanding the exponential growth that animal-assisted therapies have experienced, presents this Hybrid Professional Master's Degree that will allow the veterinarian to update, in a theoretical and practical way, the correct way to put into action these Animal Assisted Interventions. It is, therefore, a unique academic opportunity that will lay the foundations for the student's professional growth and will catapult them towards a promising future.








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*Broaden your professional horizons by taking this Hybrid Professional Master's Degree in an institution of the highest international prestige"*

## tech 46 | Where Can I Do the Clinical Internship?



Students will be able to take the practical part of this Hybrid Professional Master's Degree in the following centers:



Pharmacodynamics.

### Asociación Teanima

Country	City
Spain	Madrid

Address: Autovía del Suroeste, km 10,600,  
28925 Venta la Rubia, Madrid

Non-profit organization for the promotion  
of health through animal therapy.

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**Related internship programs:**

- Animal Welfare
- Animal-Assisted Therapies







### Magic Eagle Sax

Country	City
Spain	Alicante

Address: C. Salinas, 28, 03630 Sax, Alicante

Magic Eagle offers bird-assisted therapies with owls, crows, eagles, owlets, kestrels and barn owls.

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**Related internship programs:**

-Animal-Assisted Therapies



*Boost your career path with holistic teaching, allowing you to advance both theoretically and practically*



# 05 Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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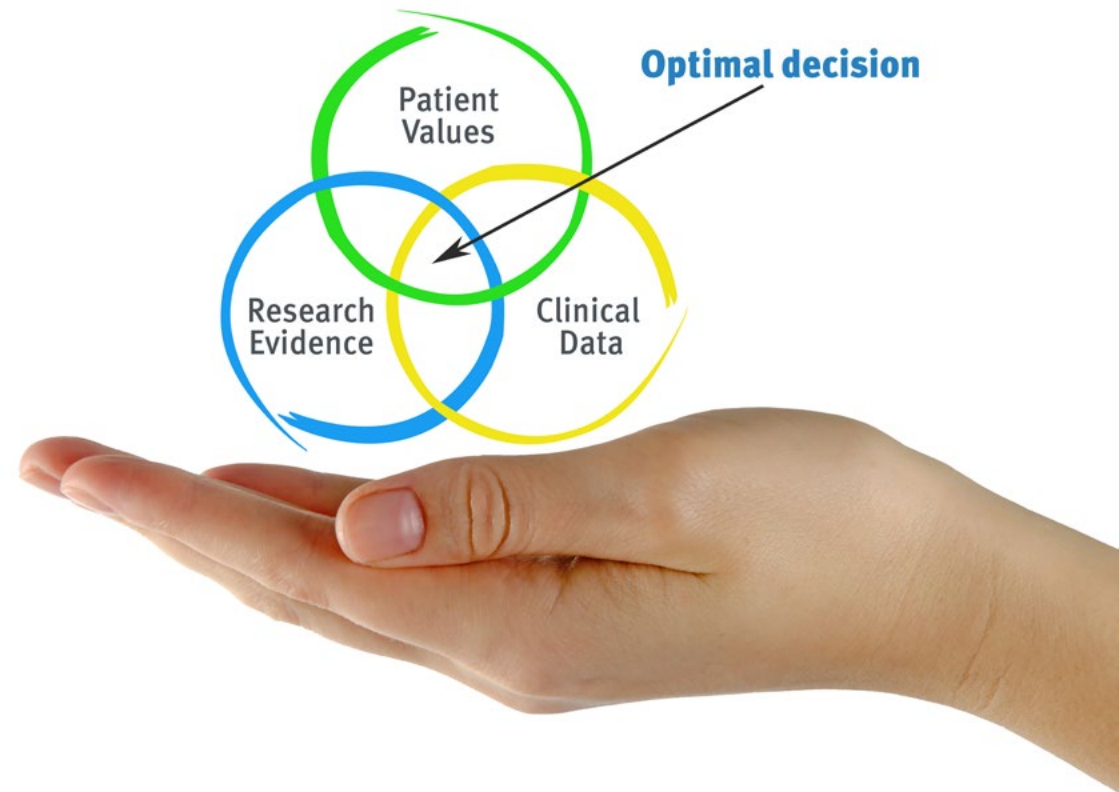
*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*



## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, 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 you will experience 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, in an attempt to recreate the actual conditions in a veterinarian's professional practice.



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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

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

1. Veterinarians who follow this method not only manage to assimilate concepts, but also develop their mental capacity through exercises to evaluate real situations and knowledge application
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. The feeling that the effort invested is effective becomes a very important motivation for veterinarians, which translates into a greater interest in learning and an increase in the 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.

This 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, a real revolution with respect to the mere study and analysis of cases.



*Veterinarians will learn through real cases and by resolving 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).

With this methodology more than 65,000 veterinarians have been trained with unprecedented success in all clinical specialties, regardless of the surgical load. Our teaching method is developed in a highly demanding environment, where the students have a high socio-economic profile and an average age of 43.5 years.

*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 TECH's 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, the latest educational advances and to the forefront of current and procedures of veterinary techniques. 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.

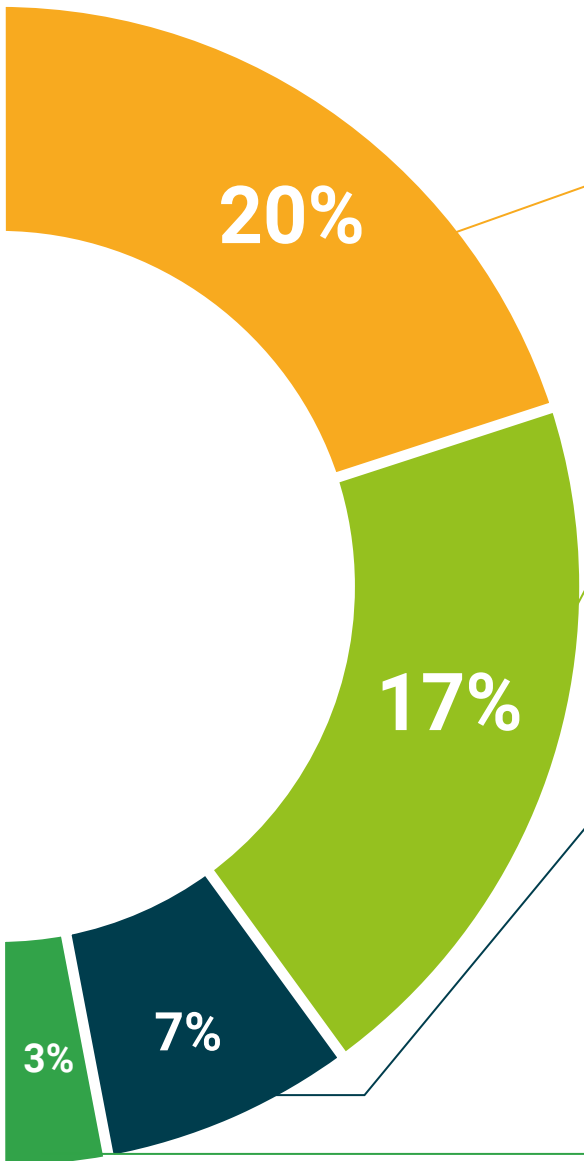
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### 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.



# 10 Certificate

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





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

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

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

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

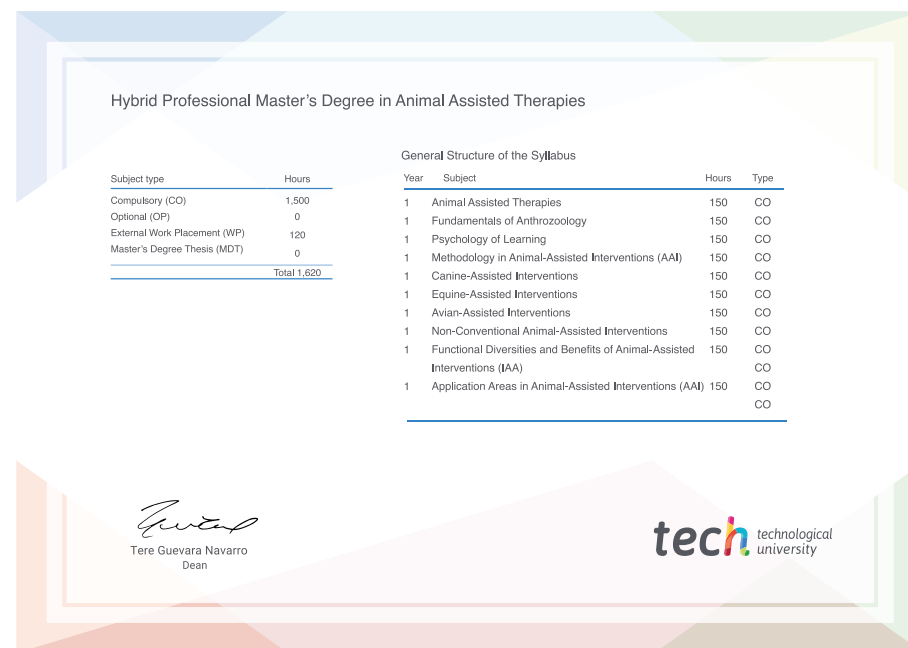
Title: **Hybrid Professional Master's Degree in Animal Assisted Therapies**

Course Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Technological University**

Teaching Hours: **1,620 h.**



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

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



## Hybrid Professional Master's Degree

### Animal Assisted Therapies

Course Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.



# Hybrid Professional Master's Degree

## Animal Assisted Therapies

