

Professional Master's Degree

Sexology



Professional Master's Degree Sexology

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

Website: www.techtute.com/us/medicine/professional-master-degree/master-sexology

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 12

04

Course Management

p. 16

05

Structure and Content

p. 20

06

Methodology

p. 30

07

Certificate

p. 38

01

Introduction

Sexuality is no longer a taboo in today's society; however, there are still many issues related to fertility or gender identity. Furthermore, there is a before and after in the traditional concept of masculinity. This transforming scenario requires an update for doctors, who have to deal with a wide range of patients whose difficulties revolve around sexuality. For this reason, TECH has created this degree that offers the specialist the most relevant information on Sexology, sexual diversity or erotic difficulties in a 100% online format and with high quality multimedia content.





“

Thanks to this complete Professional Master's Degree 100% online you will approach from a multidisciplinary vision the current Sexology and the etiology of the main erotic difficulties”

There is currently a transformation of the sexuality system, where there is greater gender diversity and an opening towards communication on certain topics that were taboo a few decades ago. Therefore, in the healthcare field, medical professionals are seeing people with unsatisfied identities, patients with health problems that directly affect their relationships or who are having difficulty conceiving a child.

However, advances in this field have allowed sterility and infertility to cease to be a problem thanks to science and innovative treatments. In addition, progress in pharmacology provides effective solutions to the impossibility of having sexual relations. This way, TECH provides the doctor with a 100% online university qualification, which will allow them to update their knowledge on Sexology through a teaching team specialized in this field.

A program that provides from a theoretical-practical perspective a current and renewed vision on violence related to sexuality, erotic difficulties or the most advanced methods and techniques to address fertility. In addition, thanks to innovative multimedia resources, the professional will be able to delve into sex education, sexological consultation and new masculinities.

In this way, this academic institution offers the specialist an excellent opportunity to update their knowledge in Sexology through a flexible degree. The graduate only needs an electronic device with an Internet connection to access the syllabus hosted on the virtual platform. Therefore, without attendance or fixed class schedules, the physician can self-manage their study time and balance their professional responsibilities with a quality university qualification that is at the academic forefront.

This **Professional Master's Degree in Sexology** 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 Psychology and Sexology
- ♦ 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 self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ 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



You are looking at a university qualification that will provide you with the most recent scientific evidence on sexual dysfunctions”

“

Delve into the different forms of violence related to sexuality through high quality multimedia resources”

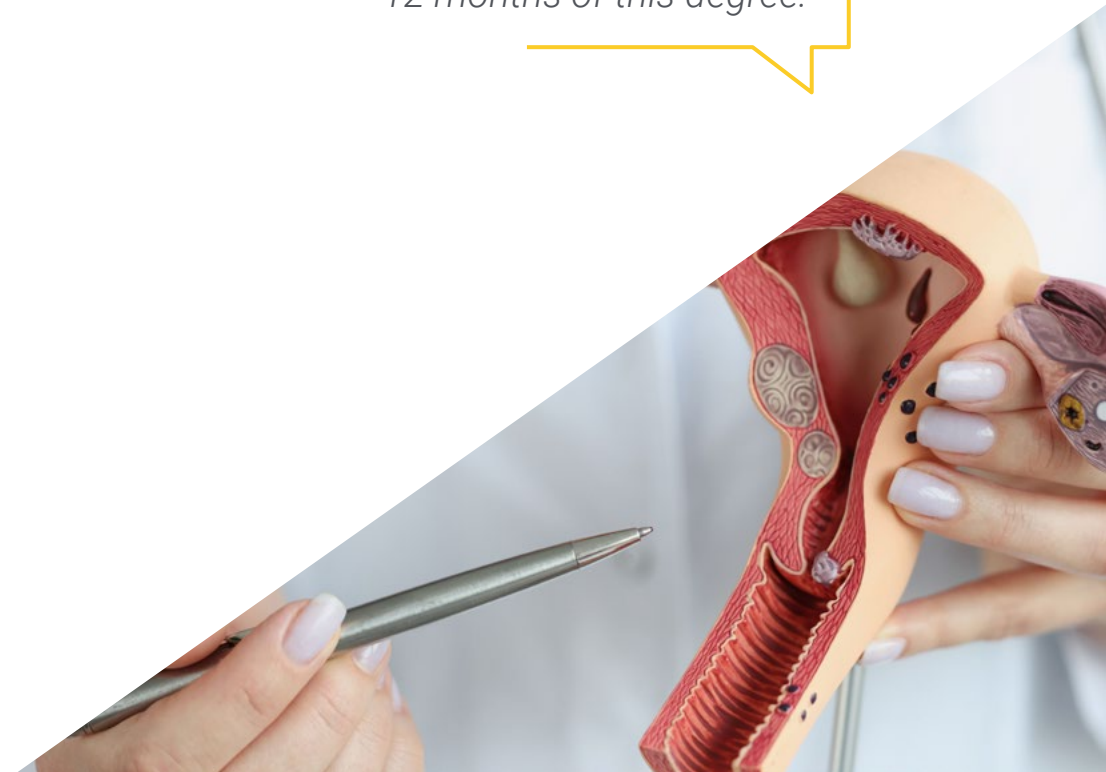
Thanks to the Relearning method, you will advance through the syllabus in a natural way and reduce the long hours of study and memorization.

You will be able to delve into the efficacy of the most recent fertility techniques over the course of the 12 months of this degree.

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

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



02 Objectives

The objective of this Professional Master's Degree is to provide the medical professional with the most up-to-date information on Sexology from a biopsychosocial perspective. For this purpose, TECH provides the specialist with innovative multimedia resources that will allow them to obtain an up-to-date approach to this field from a biopsychosocial perspective. In this way, they will be able to delve into child sexual abuse, fertility problems and the most recent scientific research in this field.





“

With this Professional Master's Degree you will achieve, in only 1,500 teaching hours, an effective and real update on Sexology”



General Objectives

- ♦ Acquire knowledge about sexuality, expanding the vision of sexuality from a biopsychosocial perspective
- ♦ Obtain tools to be able to accompany cases related to difficulties related to sexuality
- ♦ Identify the variables involved in the origin and maintenance of different sexual dysfunctions (organic, psychological, relational and cultural components)
- ♦ Acquire skills to be able to share information about sexuality in a clear way
- ♦ Understand the aspects involved in the beginning and development of couple relationships (life cycle of the couple: establishment and evolution)
- ♦ Describe the dynamics of couple relationships and factors that generate alterations in them
- ♦ Investigate complex issues such as gender violence and child sexual abuse
- ♦ Achieve skills to face the multiple incidences and decisions that may arise in the exercise of their profession
- ♦ Gain in-depth knowledge of deontology in sexuality and couple matters, as well as learn to carry out an exercise of introspection on those personal and professional aspects that could collide with the profession and that would undermine the therapeutic work
- ♦ Carry out research programs in sexuality



Specific Objectives

Module 1. Sexology

- ♦ Lay the foundations of Sexology as a science
- ♦ Gain in-depth knowledge of the components that are part of the human sexual fact
- ♦ Demystify beliefs or prejudices about sexuality

Module 2. Conceptual, Historical and Dissemination Framework

- ♦ Delve into the concepts of Sexology
- ♦ Gain in-depth knowledge of dissemination techniques
- ♦ Create personal brand and voice for dissemination

Module 3. Sex Education

- ♦ Understand the different stages of sexual development
- ♦ Obtain the necessary skills to approach Sex Education at different stages
- ♦ Develop competencies to talk about sexuality in a natural way
- ♦ Acquire the knowledge to answer the doubts that arise when offering Sex Education

Module 4. Sexual and Reproductive Health

- ♦ Acquire in-depth knowledge of the important aspects for sexual health
- ♦ Delve into the legal and ethical framework of voluntary termination of pregnancy
- ♦ Delve into the different methods of assisted reproduction
- ♦ Understand the different options for treatment and approach to infertility

Module 5. Sexologist Consultation

- ♦ Develop the therapist's skills necessary to address issues of sexuality and couples
- ♦ Gain an in-depth knowledge of the legal and ethical aspects of the sexology professional

Module 6. Erotic Difficulties

- ♦ Understand the human sexual response through the different explanatory models
- ♦ Learn how to deal with the different erotic difficulties that may occur
- ♦ Know how to discriminate when there are other causes behind them
- ♦ Understand the importance of interdisciplinary work

Module 7. Couples Therapy

- ♦ Gain an in-depth knowledge of how couple bonds are formed
- ♦ Understand the functioning of attachment
- ♦ Learn how to deal with the most common couple difficulties
- ♦ Know how to approach transversal aspects to work on in couple relationships

Module 8. Equality and Gender Perspective

- ♦ Differentiate concepts and know the relationship between them
- ♦ Learn about resources to disseminate and educate from a gender perspective
- ♦ Delve into the different types of gender violence and how to intervene

Module 9. Sexuality-Related Violence

- ♦ Contextualize and conceptualize how and why child sexual abuse occurs
- ♦ Manage resources to prevent child sexual abuse
- ♦ Understand how to intervene in the event that a case of child sexual abuse is received at the clinic
- ♦ Know the different realities within the LGBTIQAP+ group

Module 10. Masculinity and Sexuality

- ♦ Contextualize masculinity Its mandates, beliefs and the influence this has on the individual, society and the relational sphere
- ♦ Distinguish masculinity as an innate value and reflect on the importance of inhabiting less rigid and more diverse identities
- ♦ Create imaginaries of male eroticism away from normativity, with the intention of building new paradigms that aim to explore the peculiarities of each sexed subject, minimizing the impact of the identity experience from the socio/cultural expectations



With this qualification you will be up to date with the latest assisted reproduction techniques used in couples with fertility problems”

03 Skills

The syllabus of this Postgraduate Master's Degree has been structured to offer the medical professional an expansion and enhancement of their competencies and skills in the approach to patients with sexual difficulties or victims of sexual violence. In order to bring the graduate closer to this reality in a much more direct way, the teaching staff that teaches this degree provides practical case studies, which will show the most effective techniques and methods to deal with this type of situations in clinical consultation.





“

This Professional Master's Degree provides you with real case studies that will allow you to include in your daily practice the most advanced methods and techniques on male fertility”



General Skills

- ◆ Provide information on sexually transmitted diseases and their problems
- ◆ Expand communication skills to deal with sexual problems with patients with neurological disorders
- ◆ Learn about the child abuse protection system
- ◆ Update diagnostic knowledge in persons with infertility
- ◆ Identify habits that may affect a man's fertile potential
- ◆ Expand knowledge on the performance of fertility study tests
- ◆ Master the latest advances in assisted reproduction treatments
- ◆ Activate child sexual abuse detection procedures





Specific Skills

- Apply the latest fertility analysis tests in men
- Effectively employ the latest methods of testing female fertility
- Approach the latest treatments for ejaculation problems with the latest treatments
- Work in coordination with other specialists in dealing with difficulties related to sexual orientation
- Provide psychological support during the pregnancy search process
- Develop Sex Education programs and projects



Expand your competencies and skills in the management of patients with vascular disease who present difficulties in maintaining sexual relations”

04

Course Management

TECH has brought together in this Professional Master's Degree a multidisciplinary management and teaching staff with extensive experience in Sexology. Therefore, the medical professional will have access to a program taught by professionals active in the field of Psychology, Journalism, Physiotherapy or Biology. This way, they will be able to obtain a much broader vision of current sexuality and all that surrounds it from a current perspective. In addition, thanks to its proximity, they will be able to solve any doubts that may arise regarding the content of this degree.





“

Get the most rigorous and comprehensive information on Sexology through an excellent multidisciplinary teaching team”

Management



Ms. Ramos Escamilla, María

- ♦ Psychologist, Sexologist, Couples Therapist and Director of Destino Kink
- ♦ Sexologist and Couple Therapist
- ♦ Director of Destino Kink
- ♦ Degree in Psychology from the Complutense University Madrid
- ♦ Master's Degree in Sexology, Sex Education and Sexological Counseling by Camilo José Cela University

Professors

Ms. Gutiérrez Ramos, Pamela

- ♦ Midwife and Sexologist
- ♦ Sexologist volunteer in NGO
- ♦ Sexologist in the youth center of attention to sexuality
- ♦ Postgraduate Certificate in Conscious and Integral Accompaniment of the Perinatal Maternal Period with a Gender Perspective and Biopsychosocial Approach

Ms. Rodríguez Sastre, Laura

- ♦ Psychologist, Sexologist and Specialist in Sex and Couple Therapy
- ♦ General Health and Emergency, Crisis and Catastrophe Psychologist
- ♦ Psychologist in Psychology and Sexology Office

Mr. Coronilla Delgado, Eduardo

- ♦ Professional in Health, Youth, Education and Training programs at the LGTBIQAP+ Association JereLesGay of Jerez de la Frontera and at FELGTBI+
- ♦ Degree in Psychology from the University of Sevilla
- ♦ Specialist in Sexology from the Camilo José Cela University
- ♦ Member of: Fast Track Committee of Jerez (committee that fights against the HIV+ pandemic and stigma)



Mr. Lajud Alastrué, Iñaki

- ◆ Psychologist and Sexologist
- ◆ Co-founder of the Association Masculinities Beta
- ◆ Psychologist at the Me Digo Sí Center
- ◆ Professor of the Master's Degree in Gender Violence of the Official College of Psychologists of Madrid

Ms. López Trenado, Esther

- ◆ Health Psychologist at DANA Centro de Psicología
- ◆ Mental Health Specialist in the Third Sector
- ◆ Equality Promoter
- ◆ Master's Degree in General Health Psychology from the Autonomous University of Madrid
- ◆ Degree in Psychology from the Autonomous University of Madrid

Ms. Figueredo García, Marien

- ◆ Sexologist and Individual and Couple Sex Coach
- ◆ CEO at SEXNATUR Parapharmacy
- ◆ Expert in Techniques and Resources applied to the reduction of emotional discomfort in the sexual response

Ms. Cilveti Lapeira, Margarita

- ◆ Psychologist in Psychology and Sexology Office
- ◆ General Health Psychologist by the Autonomous University of Madrid
- ◆ Master's Degree in Sexology: Education and Sexual Counseling by INCISEX and the University of Alcalá
- ◆ Expert in Brief Systemic Therapy at the Centro Soluciones

05

Structure and Content

The effectiveness of the Relearning method, based on the reiteration of key concepts, will allow the medical professional to progress through the content of this program in a much more natural way. In this way, they will be able to reduce the long hours of memorization in order to obtain a much more effective knowledge update. In this way, the professional will be introduced to the main sexual problems affecting the population, such as infertility, the etiology behind penetration difficulties and the multidisciplinary work carried out to solve medical conditions related to sexuality.



“

A syllabus that will take you on a journey through the evolution of Sexology as a science and human affective development”

Module 1. Sexology. Human Sexual Fact

- 1.1. Evolution of Sexology as a Science
 - 1.1.1. First References to Sexuality
 - 1.1.2. Development of Sexology as a Science
 - 1.1.3. Human Sexual Fact
- 1.2. Biological Fundamentals
 - 1.2.1. Neuroendocrine System
 - 1.2.2. Genetics
 - 1.2.3. Genital Anatomy
- 1.3. Social Foundations
 - 1.3.1. Influence of Culture
 - 1.3.2. Influence of the Environment
- 1.4. Psychological Foundations
 - 1.4.1. Somatosexual Constitution
 - 1.4.2. Sexual and Gender Identity
 - 1.4.3. Gender Expression and Roles
 - 1.4.4. Social Foundations
 - 1.4.5. Influence of Culture
 - 1.4.6. Influence of the Environment
- 1.5. Evolutionary Sexology
 - 1.5.1. Definition
 - 1.5.2. Normal Events that Occur in a Person's Life
- 1.6. Development of Sexuality
 - 1.6.1. Nervous system
 - 1.6.2. Primary Sexual Characteristics
 - 1.6.3. Secondary Sexual Characteristics
 - 1.6.4. Tertiary Sexual Characteristics
- 1.7. Child Development
 - 1.7.1. Conceptualization
 - 1.7.2. The Importance of Emotional Development from Childhood
 - 1.7.3. Bowlby's Attachment Theory

- 1.8. Human Biological Processes
 - 1.8.1. Physical, Psychological and Sexual Changes during Adolescence
 - 1.8.1.1. Menstrual Cycle
 - 1.8.2. Pregnancy, Childbirth and Postpartum
 - 1.8.3. Climacteric and Menopause
 - 1.8.4. Andropause
- 1.9. Anthropological Review of Human Sexuality
 - 1.9.1. The Change From Quadrupedality to Bipedality
 - 1.9.2. Most Important Historical Findings
 - 1.9.3. The Palaeolithic Period and the Revolution of the Affects
 - 1.9.4. Origin of Monogamy
- 1.10. Areas of Sexology Development
 - 1.10.1. Clinical Symptoms
 - 1.10.2. Physical
 - 1.10.3. Educational
 - 1.10.4. Disclosure

Module 2. Conceptual, Historical and Dissemination Framework

- 2.1. Pillars of Sexology and Dissemination Framework
 - 2.1.1. Referents (Male and Female) in Sex Education
 - 2.1.2. Map of the Human Sexual Fact
- 2.2. Conceptual Fields
 - 2.2.1. Sexuation and Sexuality
 - 2.2.2. Erotica and Amatory
 - 2.2.3. Couple and Procreation
- 2.3. Sexuation: Identity
 - 2.3.1. Conceptualization: ALO and Autosexuation
 - 2.3.2. Transsexuality and Cissexuality

- 2.4. Sexuality: Orientation of Desire
 - 2.4.1. Conceptualization
 - 2.4.2. Sexual Orientations
 - 2.4.3. Erotica and Desires
- 2.5. Erotica and Amatory. Erotic Peculiarities
 - 2.5.1. Conceptualization
 - 2.5.2. Idea and Meaning of Sex in History
 - 2.5.2.1. Normative Erotics
 - 2.5.2.2. Non-Normative Erotics
- 2.6. The Idea of Sex: Locus Genitalis
 - 2.6.1. Sexological View in History
 - 2.6.2. Pleasure Beyond Reproduction
- 2.7. Relationships
 - 2.7.1. Love: Concept of the Ars Amandi
 - 2.7.2. Relational Diversity
 - 2.7.3. Stages of the Relationships
 - 2.7.4. Marriage and Living Together
 - 2.7.5. Sex without Love and Love without Sex
- 2.8. Sexological Dissemination
 - 2.8.1. General Principles
 - 2.8.2. Ethics in Dissemination
 - 2.8.3. Sexological History
- 2.9. Current Dissemination Techniques
 - 2.9.1. Press, Television and Radio
 - 2.9.2. Social Media
 - 2.9.3. Creation of Material
- 2.10. Personal Branding Development
 - 2.10.1. Brand Models
 - 2.10.2. Content Composition and Creation
 - 2.10.3. Creating Personal Brand

Module 3. Sex Education

- 3.1. Principles
 - 3.1.1. Understanding its Importance
 - 3.1.2. Role of the Sex Educator
 - 3.1.3. Sexual and Reproductive Rights
 - 3.1.4. General Objectives
- 3.2. Childhood Sex Education
 - 3.2.1. Specific Objectives of this Stage
 - 3.2.2. Role of Parents and Other Educational Agents
 - 3.2.3. Sex Education in the Childhood Stage
 - 3.2.4. Sex Education in Primary School
 - 3.2.5. Proposed Activities and Resources
- 3.3. Adolescent Sex Education
 - 3.3.1. Specific Objectives of this Stage
 - 3.3.2. Role of Peer
 - 3.3.3. Sex Education (11-17 years old)
 - 3.3.4. Sex Education (17-19 years old)
 - 3.3.5. Proposed Activities and Resources
- 3.4. Sex Education for Adulthood
 - 3.4.1. Objectives According to More Particular Interests
 - 3.4.2. Sex Education in Early Adulthood (19-40 years old)
 - 3.4.3. Sex Education in Middle Adulthood (40-60 years old)
 - 3.4.4. Proposed Activities and Resources
- 3.5. Sex Education in Late Adulthood (over 60 years old)
 - 3.5.1. Specific Objectives of this Stage
 - 3.5.2. Main Difficulties
 - 3.5.3. Proposed Activities and Resources
- 3.6. Program Design and Implementation
 - 3.6.1. Diagnosis of Interests
 - 3.6.2. Program Development
 - 3.6.3. Program Implementation
 - 3.6.4. Program Assessment

- 3.7. Prevention and Health
 - 3.7.1. Contraceptive and Conceptive Methods
 - 3.7.2. Emergency Contraception
 - 3.7.3. Sexually Transmitted Infections
 - 3.7.4. Risky Behaviors
- 3.8. Relational Diversity
 - 3.8.1. Origin of Monogamy
 - 3.8.2. Important Concepts
 - 3.8.3. Types of Open Relationships
- 3.9. Functional Diversity and Severe Mental Disorder
 - 3.9.1. Stigmas of This Population
 - 3.9.2. PLISSIT Model
 - 3.9.3. Sexual Assistance
- 3.10. Formal and Non-Formal Education
 - 3.10.1. Types of Programs

Module 4. Sexual and Reproductive Health

- 4.1. Contextualization
 - 4.1.1. Definition
 - 4.1.2. Technical and Sociological Developments
 - 4.1.3. Assisted Reproductive Treatment and its Legal Context in Different Countries
- 4.2. HIV
 - 4.2.1. Historical Context
 - 4.2.2. Associated Stigma
 - 4.2.3. Current Treatments.
 - 4.2.4. Positive Resources
- 4.3. Voluntary Termination of Pregnancy
 - 4.3.1. Definition
 - 4.3.2. Procedure
 - 4.3.3. Media Impact
 - 4.3.4. Physical, Emotional and Economic Consequences

- 4.4. Fertility: Ovaries and Uterus
 - 4.4.1. Gamete Formation
 - 4.4.2. Menstrual Cycle
 - 4.4.3. Classical Fertility Management Methods
 - 4.4.3.1. Symptothermal Method
 - 4.4.3.2. Cervical Mucus Recording
 - 4.4.3.3. Cervical Height Recording
 - 4.4.4. Testing of Individuals with Ovaries and/or Uterus
 - 4.4.5. Fertility in the Reaffirmation of Sexual Identity
- 4.5. Fertility: Testicles
 - 4.5.1. Gamete Formation
 - 4.5.2. Cycle of Sperm Formation/Regeneration
 - 4.5.3. Habits that Can Alter the Fertile Potential
 - 4.5.4. Testing of Individuals with Testicle
 - 4.5.5. Fertility in the Reaffirmation of Sexual Identity
- 4.6. Treatments in Assisted Reproduction I
 - 4.6.1. Directed Sexual Relationships (DSR)
 - 4.6.2. Artificial Insemination with the Partner's Sperm
 - 4.6.3. Artificial Insemination with Donor Sperm
- 4.7. Treatments in Assisted Reproduction II
 - 4.7.1. In Vitro Fertilization (IVF)
 - 4.7.2. Intracytoplasmic Sperm Microinjection (ICSI)
 - 4.7.3. Blastocyst Culture
 - 4.7.4. Preimplantation Genetic Diagnosis (PGD)
- 4.8. Sexological Support During the Search for Pregnancy
 - 4.8.1. Impact of the Assisted Reproduction Process on Erotic Desire
 - 4.8.2. Sexual Satisfaction with a Diagnosis of Infertility
- 4.9. Myths of Fertility
 - 4.9.1. Probability of Pregnancy
 - 4.9.2. Postures that favor Pregnancy
 - 4.9.3. Orgasm and Fertility
 - 4.9.4. Efficacy of Fertility Techniques
 - 4.9.5. Ejaculatory Abstinence and Fertility

- 4.10. Sexual Health Promotion
 - 4.10.1. Difference between Prevention and Promotion
 - 4.10.2. Tools for the Promotion of Sexual Health

Module 5. Sexologist Consultation

- 5.1. Basic Assumptions
 - 5.1.1. Objectives of Sex Therapy
 - 5.1.2. Therapeutic Framework
 - 5.1.3. General Intervention Phases
- 5.2. Deontological Aspects
 - 5.2.1. Basic Principles
 - 5.2.2. Deontology in Sexology
 - 5.2.3. Deontology of Each Profession
- 5.3. Sexological Counseling
 - 5.3.1. Special Characteristics
 - 5.3.2. Frequently Asked Questions
- 5.4. Therapist Skills
 - 5.4.1. Skills
 - 5.4.2. Active Listening
 - 5.4.3. Self-Knowledge
 - 5.4.4. Good Practices
- 5.5. Therapist Self-Care
 - 5.5.1. Burn Out Risk
 - 5.5.2. Importance of the Therapist's Psychological Adjustment
 - 5.5.3. Taking Care of the Energy
- 5.6. Therapeutic Alliance
 - 5.6.1. Importance
 - 5.6.2. Characteristics of the Therapeutic Relationship.
 - 5.6.3. Different Approaches to the Therapeutic Alliance
- 5.7. Specific Characteristics of Couples Therapy and Sex Therapy
 - 5.7.1. Vivential Environment
 - 5.7.2. Habitual Resistance to Therapy

- 5.8. Characteristics for a Good Prognosis
 - 5.8.1. Safety Within the Therapeutic System
 - 5.8.2. Engagement in the Therapeutic Process
 - 5.8.3. Emotional Connection with the Therapist
- 5.9. Issues to be Addressed
 - 5.9.1. Perception of the Own Body
 - 5.9.2. Self-concept
 - 5.9.3. Self-esteem
- 5.10. Online Consultation
 - 5.10.1. Advantages and Disadvantages
 - 5.10.2. Demonstrated Efficacy
 - 5.10.3. Optimal Conditions for Online Consultation

Module 6. Erotic Difficulties

- 6.1. Human Sexual Response
 - 6.1.1. Explanatory Models
 - 6.1.2. Desire
 - 6.1.3. Arousal
 - 6.1.4. Orgasm
 - 6.1.5. Resolution
- 6.2. Desire Difficulties
 - 6.2.1. Definition
 - 6.2.2. Etiology
 - 6.2.3. Intervention Proposal
- 6.3. Arousal Difficulty
 - 6.3.1. Definition
 - 6.3.2. Etiology
 - 6.3.3. Intervention Proposal
- 6.4. Difficulty in Maintaining Erection
 - 6.4.1. Definition
 - 6.4.2. Etiology
 - 6.4.3. Intervention Proposal

- 6.5. Difficulty in Ejaculatory Control
 - 6.5.1. Definition
 - 6.5.2. Etiology
 - 6.5.3. Intervention Proposal
- 6.6. Difficulty Reaching Orgasm
 - 6.6.1. Definition
 - 6.6.2. Etiology
 - 6.6.3. Intervention Proposal
- 6.7. Difficulties Related to Pain
 - 6.7.1. Definition
 - 6.7.2. Etiology
 - 6.7.3. Intervention Proposal
- 6.8. Inability to Penetrate
 - 6.8.1. Definition
 - 6.8.2. Etiology
 - 6.8.3. Intervention Proposal
- 6.9. Difficulties Related to Some Medical Conditions
 - 6.9.1. Endometriosis and Adenomyosis
 - 6.9.2. Fibromyalgia
 - 6.9.3. Diabetes
 - 6.9.4. Cancer Treatments
 - 6.9.5. Hemorrhoids
 - 6.9.6. Skin Disorders
 - 6.9.7. Surgeries
- 6.10. Interdisciplinary Intervention in Sexology
 - 6.10.1. Multidisciplinary Work vs. Interdisciplinary
 - 6.10.2. Importance of Interdisciplinary Work
 - 6.10.3. Related Professionals



Module 7. Couples Therapy

- 7.1. Development of Couple Relationships
 - 7.1.1. Defining Elements
 - 7.1.2. Structure of the Couple
- 7.2. Evolution of Couples Relationships
 - 7.2.1. Search and Attraction
 - 7.2.2. Falling in Love
 - 7.2.3. Love
 - 7.2.4. Relationship Milestones
- 7.3. Attachment and Couples Relationships
 - 7.3.1. Attachment System Formation
 - 7.3.2. Secure Attachment
 - 7.3.3. Anxious Attachment
 - 7.3.4. Avoidant Attachment
- 7.4. Couples Therapy
 - 7.4.1. Features
 - 7.4.2. Indications and Contraindications for Couples Therapy
 - 7.4.3. Basic Principles
 - 7.4.4. Aspects to be Considered
- 7.5. Structure of Couples Therapy
 - 7.5.1. Different Approaches
 - 7.5.2. Initial Interviews
 - 7.5.3. Establishment of Hypotheses and Return
 - 7.5.4. Intervention
 - 7.5.5. Follow-up and Contract Creation
- 7.6. Some Tools in Couples Therapy
 - 7.6.1. Myths of Romantic Love
 - 7.6.2. Positive Exchanges
 - 7.6.3. Leisure Time Management

- 7.7. Conflict Management in Couples
 - 7.7.1. Introduction to Conflict Theory
 - 7.7.2. Factors that Influence Couple Conflict
 - 7.7.3. Defence Mechanisms
 - 7.7.4. Identification of Couples' Problems
 - 7.7.5. Negotiation Strategies
- 7.8. Infidelity
 - 7.8.1. Definition
 - 7.8.2. Etiology and Epidemiology
 - 7.8.3. Myths and Realities in Infidelity
 - 7.8.4. Specific Aspects to Assess and Work on
 - 7.8.5. Ethical and Deontological Implications
- 7.9. Jealousy Management
 - 7.9.1. Definition
 - 7.9.2. Differences Between Jealousy as an Emotion and Celotipia
 - 7.9.3. Specific Aspects to Assess and Work on
- 7.10. Couple's Breakup
 - 7.10.1. Accompanying the Breakup Process
 - 7.10.2. Reactions to the Breakup
 - 7.10.3. Love Mourning
 - 7.10.4. Traumatic Breakup
 - 7.10.5. Legal Proceedings

Module 8. Equality and Gender Perspective

- 8.1. Gender Perspectives
 - 8.1.1. Brief Review : Differences Sex vs. Gender
 - 8.1.2. Patriarchy
- 8.2. Why it is Necessary?
 - 8.2.1. Social Differences Boys/ Girls
 - 8.2.2. The Social Context
 - 8.2.3. Wage Gap
 - 8.2.4. Orgasmic Gap

- 8.3. When it Arises
 - 8.3.1. Historical Context
 - 8.3.2. Background
 - 8.3.3. UN Declaration
- 8.4. Differences in Concepts and Relationship Between Them
 - 8.4.1. Equality
 - 8.4.2. Gender Perspectives
 - 8.4.3. Feminism
- 8.5. The Sex-Gender System as a Socio-Cultural Construction
 - 8.5.1. Traditional Male/Female Roles
 - 8.5.2. Different Views from Feminism
 - 8.5.3. Analysis of the Sex-Gender System in Different Social Models
- 8.6. Current Educational Models: Coeducation
 - 8.6.1. Conceptualization
 - 8.6.2. Mental Workload and its Consequences
 - 8.6.3. Resources to Promote Coeducation
- 8.7. Dissemination and Gender Perspective
 - 8.7.1. Resources for Use in the Media
 - 8.7.2. Resources for Use in the Classroom
- 8.8. How to Work with the Gender Perspective
 - 8.8.1. Childhood
 - 8.8.2. Adolescence
 - 8.8.3. Adulthood
 - 8.8.4. Old Age.
- 8.9. Gender-Based Violence
 - 8.9.1. Types of Violence
 - 8.9.2. Intervention and Approach to the Different Types of Violence
 - 8.9.3. Background Cultural Context
- 8.10. Gender Perspective in the Healthcare Field
 - 8.10.1. Overmedicalization of Women
 - 8.10.2. More Efficient Health Resources
 - 8.10.3. Guidelines for Healthcare Personnel

Module 9. Sexuality-Related Violence

- 9.1. Approach to Child Sexual Abuse
 - 9.1.1. Relationship Between Love, Power and Violence
 - 9.1.2. Maltreatment and Well Treatment in Childhood
 - 9.1.3. Child Protection Systems
- 9.2. Conceptualization of Child Sexual Abuse
 - 9.2.1. Criteria
 - 9.2.2. Types of Child Sexual Abuse
- 9.3. Prevention of Child Sexual Abuse
 - 9.3.1. Key Messages
 - 9.3.2. Types of Prevention
 - 9.3.3. Risk and Protective Factors
 - 9.3.4. Proposed Programs
- 9.4. Intervention in Child Sexual Abuse
 - 9.4.1. Phases of the Intervention Process
 - 9.4.2. Basic Principles
 - 9.4.3. Professional Competencies
 - 9.4.4. Consequences of Child Sexual Abuse
- 9.5. Characteristics of Child Sexual Abuse Intervention
 - 9.5.1. Procedure and Criteria
 - 9.5.2. Agents Involved in the Intervention
 - 9.5.3. General Aspects to be Addressed
- 9.6. LGBTIQAP+ in the World
 - 9.6.1. Homosexual Marriage and Homoparental Adoption
 - 9.6.2. Types of LGBTIQAP+ Human Rights Abuses
 - 9.6.3. LGBTIQAP+ Friendly Places and Safe Spaces
 - 9.6.4. Forms of LGBTIQAP+ Phobia
 - 9.6.4.1. Forms of LGBTIQAP+ Phobia
 - 9.6.4.2. Help Resources

- 9.7. Intragender Violence
 - 9.7.1. Background Cultural Context
 - 9.7.2. Legislation
 - 9.7.3. Intervention and Approach
- 9.8. Bullying for Sexual Diversity Reasons
 - 9.8.1. What Is It?
 - 9.8.2. Profile of the Aggressor and the Victim
 - 9.8.3. Frequency and Type of School Bullying
 - 9.8.4. Consequences
- 9.9. LGBTIQAP+ Affirmative Psychology
 - 9.9.1. Intervention with Families
 - 9.9.2. Integral Intervention from the Socio-sanitary and Psychosocial Sphere
 - 9.9.3. Intervention with LGBTIQAP+ Elderly People
- 9.10. Education in Sexual Diversity in the Classroom
 - 9.10.1. Referents and Absences
 - 9.10.2. Educational Activities and Resources

Module 10. Masculinity and Sexuality

- 10.1. Contextualization of Male Socialization
 - 10.1.1. Hegemonic Masculinity and Complicit Masculinities
 - 10.1.2. Masculinity and Patriarchy
- 10.2. Masculinity Box
 - 10.2.1. What Is It? Associated Values, Mandates and Beliefs
- 10.3. Risk of Masculinity
 - 10.3.1. Risks to Men Themselves
 - 10.3.2. Risks to Society. Violence
- 10.4. Non-normative Dissident Masculinities
 - 10.4.1. De-essentializing Masculinity
 - 10.4.2. Importance of Plural Identities

- 10.5. Masculinity in Affective and Sexual Attachments
 - 10.5.1. Homosociability
 - 10.5.2. Affective Relationship Skills
 - 10.5.3. Roles of Men in the Couple
- 10.6. Male Erotica
 - 10.6.1. Influence of Pornography in the Male Ideology
 - 10.6.2. Fantasies and Autoerotica
- 10.7. Male Erotica (II)
 - 10.7.1. Desire, Pleasure and Genitality in Normative Relational Erotics
 - 10.7.2. Non-normative Erotic and Relational Imaginaries
- 10.8. Male Erotica (III)
 - 10.8.1. Intimacy, Vulnerability and Care
- 10.9. New Masculinities
 - 10.9.1. What are they?
 - 10.9.2. Collectivizing the Identity Review Process
- 10.10. Reflecting on Masculinity
 - 10.10.1. Strategies for Self-knowledge
 - 10.10.2. Who am I?



An academic option that will allow you to delve into the new masculinities and their approach to gender equality”

06

Methodology

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

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



“

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

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH 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, trying to recreate the real conditions in the physician's professional practice.

“

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

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate 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.



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.

Professionals 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 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical 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 on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



07 Certificate

The Professional Master's Degree in Sexology 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.



“

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

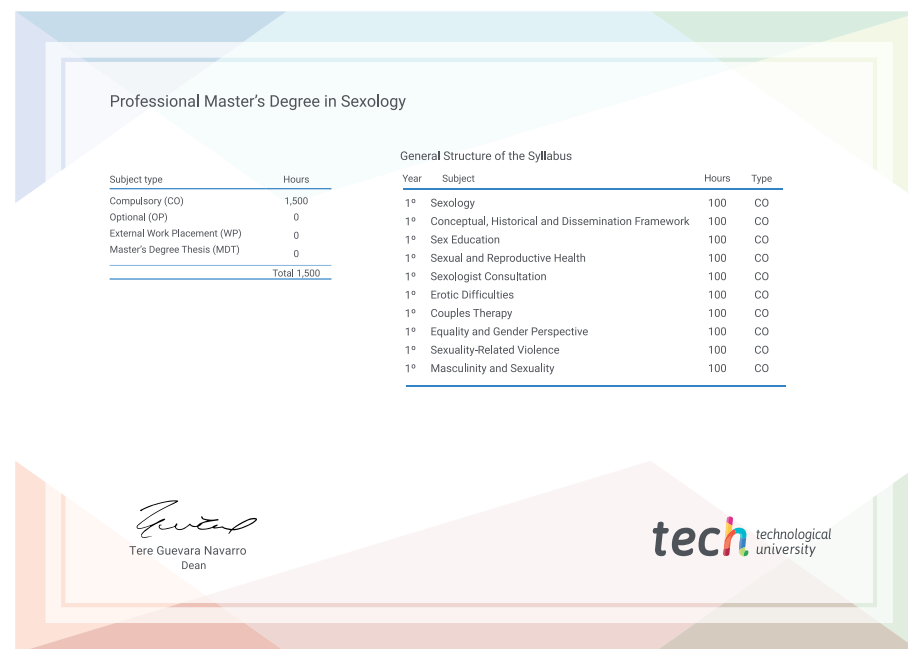
This **Professional Master's Degree in Sexology** contains the most complete and up-to-date scientific program on the market.

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

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

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

Official No. of Hours: **1,500 h.**



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

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



**Professional Master's
Degree**
Sexology

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

Professional Master's Degree

Sexology

