

Hybrid Master's Degree

Mental Health for Nursing





Hybrid Master's Degree Mental Health for Nursing

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 5 ECTS Credits

Website: www.techtute.com/us/nursing/hybrid-master-degree/hybrid-master-degree-mental-health-nursing

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01

Introduction

Mental health problems have experienced a significant increase in recent years as a result of job competition, anxiety or stress. This increase has a direct impact on the care provided by nursing professionals both in hospitals and in Primary Care settings. Undoubtedly, this reality leads healthcare professionals to continuously update their skills in order to address the various clinical cases they have to deal with on a daily basis. For this reason, TECH has designed this program that perfectly combines a 100% online theoretical framework with a 3-week practical stay in a distinguished clinical center. In this way, this institution offers a complete update according to the needs of the sector.



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Update yourself in Mental Health for Nursing through a unique Hybrid Master's Degree in the current educational panorama"

The upward trend in recent years of suicide attempts, depression and anxiety-related deaths has put healthcare systems to the test. In this sense, nursing professionals are faced with diverse clinical situations that require care skills that go beyond pharmacological administration and focus on the understanding of the different mental disorders and the latest diagnostic and therapeutic advances.

In this sense, continuous updating in Mental Health is essential for healthcare professionals. Based on this need, this TECH's Hybrid Master's Degree is born, which leads the professional to delve into the management of the patient suffering from different psychological pathologies, the care process, or the existing protocols. All this with a theoretical phase in online mode and the best multimedia teaching material and a practical stay that puts the culmination of this update.

In this way, the healthcare professionals have greater freedom to self-manage their study time, to reconcile their daily work activity with a unique updating experience. Furthermore, one of the distinguishing features of this program is the 3-week stay in first-class hospitals. In this scenario, the graduate will have the opportunity to verify on-site the advances in this field, both evaluative and procedural. Moreover, in this journey you will not be alone, as you will be mentored by an excellent professional expert with a consolidated trajectory in the field of Mental Health.

This **Hybrid Master's Degree in Mental Health for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of more than 100 clinical cases presented by nursing professionals with expertise in Mental Health
- ♦ 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
- ♦ Assessment of the patient with mental disorders, the latest recommendations for a comprehensive for a comprehensive approach
- ♦ Plans of systematized action for the main psychological pathologies diagnosed by the diagnosed psychological pathologies
- ♦ Presentation of clinical case studies on diagnostic and therapeutic techniques in patients with mental disorders
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations
- ♦ Practical clinical guides on approaching different pathologies
- ♦ With a special emphasis on evidence-based medicine and research methodologies in Mental Health for Nursing
- ♦ All 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
- ♦ In addition, you will be able to carry out a clinical internship in one of the best hospital centers in the world

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TECH offers you a unique opportunity to update your skills in one of the best hospital centers in clinical care and assistance"

This Master's proposal, which has a professionalizing nature and a hybrid learning modality, is aimed at updating For Nursing professionals who perform their functions in aesthetic units, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in an educational way to integrate theoretical knowledge into nurse practice, and the theoretical-practical elements will facilitate knowledge update and decision-making in patient management.

Thanks to the multimedia content, developed with the latest educational technology, nursing professionals will benefit from situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the 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 and experienced experts.

This is a unique program that gives you the opportunity to reconcile your professional activities with a complete updating process.

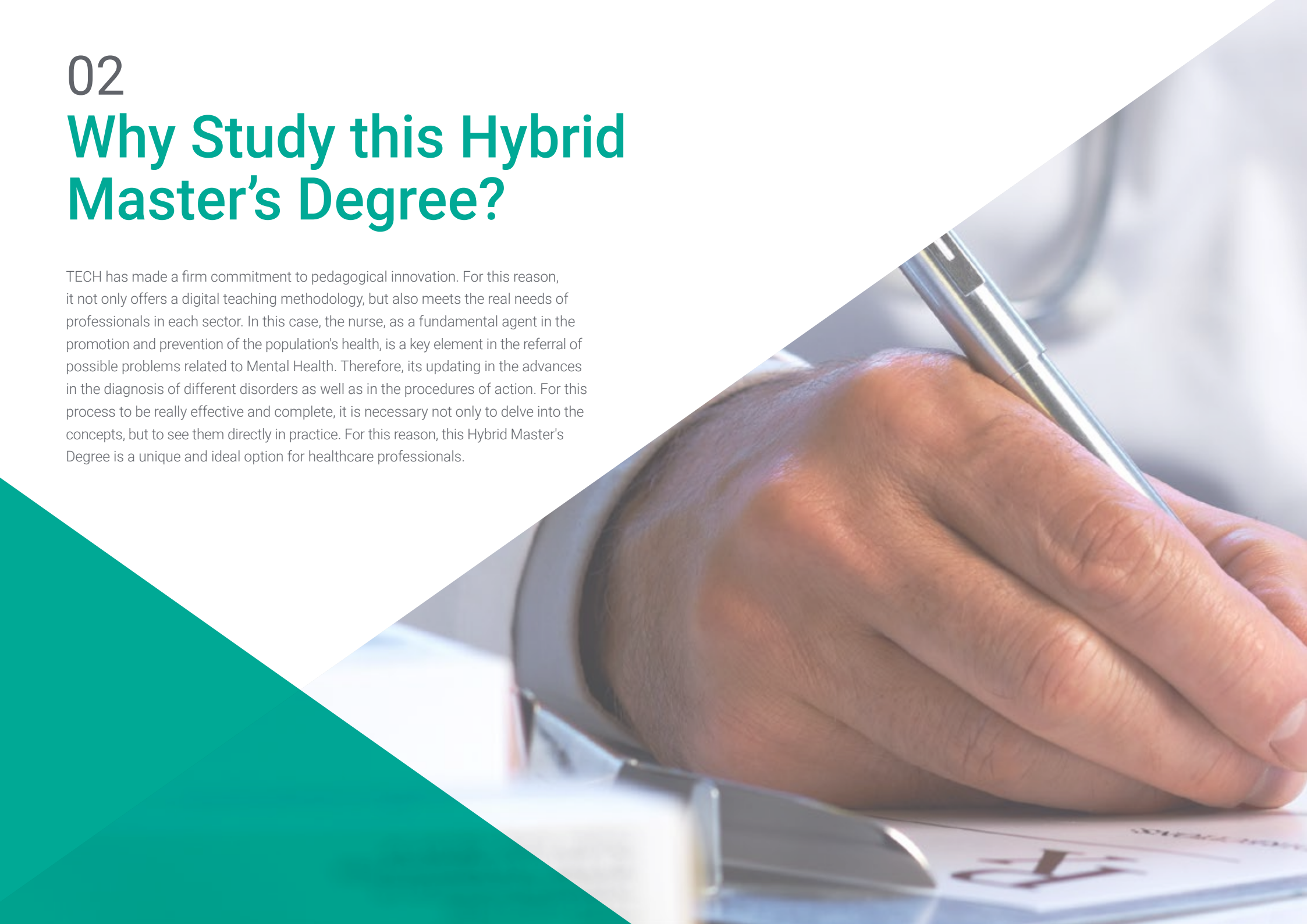
This Hybrid Master's Degree allows you to practice not only in simulated environments, but also in real ones, because you will be able to enjoy an internship in a prestigious hospital.



02

Why Study this Hybrid Master's Degree?

TECH has made a firm commitment to pedagogical innovation. For this reason, it not only offers a digital teaching methodology, but also meets the real needs of professionals in each sector. In this case, the nurse, as a fundamental agent in the promotion and prevention of the population's health, is a key element in the referral of possible problems related to Mental Health. Therefore, its updating in the advances in the diagnosis of different disorders as well as in the procedures of action. For this process to be really effective and complete, it is necessary not only to delve into the concepts, but to see them directly in practice. For this reason, this Hybrid Master's Degree is a unique and ideal option for healthcare professionals.



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TECH is the only university that offers you the possibility to enter real clinical environments and see on-site advances in the care of patients with psychological disorders"

1. Updating from the Latest Technology Available

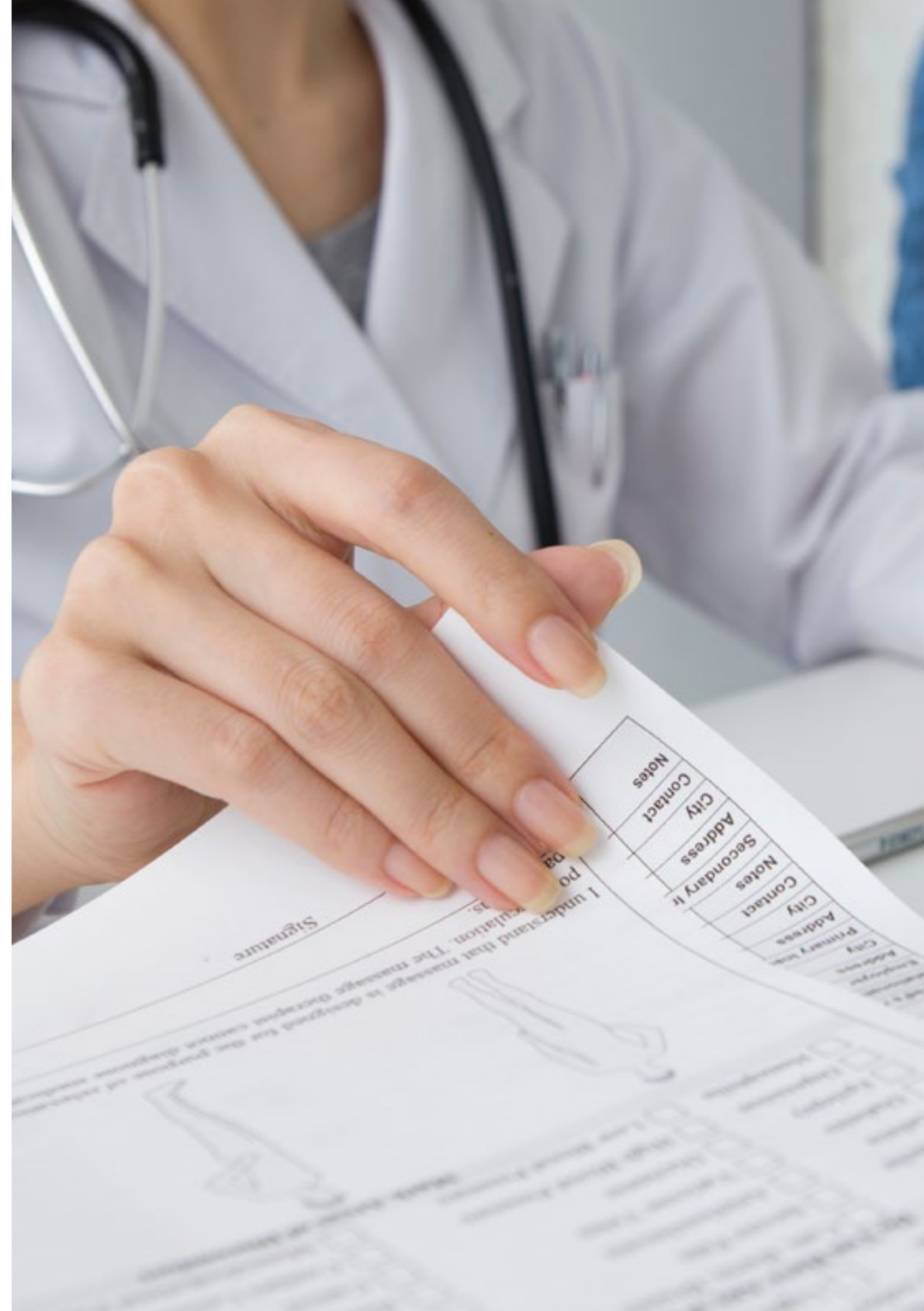
In the Mental Health area, technology has arrived to favor the diagnostic processes. In this way, Virtual Reality, Augmented Reality, wearable devices for better patient monitoring, among other advances, have been integrated into therapies. In this educational itinerary, the healthcare professionals will have within their reach the latest technology used by the best experts in the care of psychological disorders, their benefits and limitations, attending to each clinical case.

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

In this refresher course, the nurse will obtain the most rigorous information from an excellent team of teachers with extensive experience in Mental Health, while being guided by first-class health professionals in a first-class hospital center. In this way, throughout the 12 months of this program, the graduate will be tutored by the best experts in Mental Health for Nursing.

3. Entering First-Class Clinical Environments

TECH has undoubtedly made great efforts to offer healthcare professionals a quality update. In this sense, the students will have the excellent opportunity to be surrounded by the best professionals in a hospital center selected by this institution for its great prestige, the high-level of its healthcare professionals, as well as its commitment to innovation, without forgetting the scientific-medical rigor that must exist in this sector.





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

In this program, this institution moves away from the pure theoretical and in-person concept, to offer the nurse a pedagogy in accordance with the educational times. In this way, it brings together over 1,620 teaching hours, the most comprehensive information, accessible in online format, with a practical stay that gives the graduate a unique experience by being tutored by leading experts in Mental Health, in a leading hospital center in this area.

5. Expanding the Boundaries of Knowledge

Graduates of this program will have an ideal opportunity not only to update their knowledge, skills and competencies, but also to increase these capacities, thanks to the best health professionals with a consolidated national and international trajectory. This will also allow the students to expand their performance possibilities in the best hospital centers. A unique opportunity offered only by TECH, the world's largest digital university.

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

03 Objectives

The purpose of this program is to provide nurses with an update on the following topics Mental Health. For this purpose, the students have at their disposal multimedia teaching material, specialized readings and clinical case studies, accessible 24 hours a day, from any electronic device with an Internet connection. Furthermore, the practical stay will allow you, from the first day, to apply the concepts covered in a hospital or clinical center distinguished in this field. All this will allow you to increase your capabilities in an area that has become more relevant in recent years.



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You will have at your fingertips the best teaching material oriented to offer you the most rigorous update on Mental Health for Nursing"



General Objective

- ♦ The general objective of the Hybrid Master's Degree in Mental Health for Nursing is to ensure that the professional updates the diagnostic and therapeutic procedures of the specialty not only in a theoretical but also in a practical way, through a hospital stay designed with clinical and academic rigor, under the guidance of renowned professionals in a hospital center of the highest scientific quality and technological innovation



Increase your healthcare practice thanks to the mentoring you will receive from the best experts in Mental Health in a prestigious hospital"





Specific Objectives

Module 1. Psychological Treatment for Learning Ability

- ♦ Explain instrumental conditioning and its relation to learning
- ♦ Identify what reinforcement consists of in instrumental conditioning
- ♦ Delving into instrumental aversive conditioning
- ♦ Define observational learning and the different theories that explain it
- ♦ Explain what the model consists of and classify it according to the different types
- ♦ Establish the effects of observational learning
- ♦ Define stimulus control in relation to learning

Module 2. Psychological Treatment for Higher Cognitive Abilities

- ♦ Explain attention and filter models
- ♦ Describe resource-limited models
- ♦ Delve into automatic and controlled processes in relation to attention
- ♦ Explain the psychology of emotion
- ♦ Detect the importance of positive and negative emotions
- ♦ Identify the expression and regulation of emotions
- ♦ Manage strategies to identify and deal with stress
- ♦ Comprehend the relationship between language ability and learning
- ♦ Define memory structures

- ♦ Understand the concepts of propositional representations and mental imagery
- ♦ Assimilate new approaches about memory
- ♦ Explain the neurophysiological basis of motivation
- ♦ Describe the relationship between thinking ability and learning
- ♦ Analyze the different types of reasoning
- ♦ Comprehend the relationship between perception ability and learning

Module 3. Psychopathology

- ♦ Explain the different psychopathology models
- ♦ Establish the different psychopathology classification systems
- ♦ Explain psychopathology research methods
- ♦ Master the psychopathology of consciousness, attention and orientation, and sensory perception
- ♦ Classify perceptual disorders
- ♦ Explain the psychopathology of memory and thinking
- ♦ Define formal thought disorders and thought content disorders
- ♦ Address dysphasia and dyslalia in children
- ♦ Identify alterations in affectivity
- ♦ Detect the different psychomotor disorders

Module 4. Mental Disorders (I)

- ♦ Explain the different organic mental disorders and psychotic disorders
- ♦ Identify the different mood disorders
- ♦ Detect the different anxiety disorders
- ♦ Describe obsessive-compulsive disorders
- ♦ Define stress disorder and its health implications

Module 5. Mental Disorders (II)

- ♦ Explain the different sleep disorders
- ♦ Define the main characteristic features of impulse control disorders
- ♦ Delve into the epidemiology and the prevalence of adaptive disorders
- ♦ Establish the characteristics of personality disorders
- ♦ Master the general aspects of treatment for the management of different personality disorders
- ♦ Identify the different somatoform disorders
- ♦ Classify the different psychosomatic disorders
- ♦ Define the explanatory models of eating disorders
- ♦ Detect the different sexual identity disorders and sexual identity

Module 6. Personality Psychology

- ♦ Define the implications of psychoanalytic theory for psychopathology
- ♦ Master Rogers phenomenological theory
- ♦ Comprehend Kelly's Theory of personal constructs
- ♦ Explain Allport's personality theory
- ♦ Delve into Catell's Theory

- ♦ Understand Eysencks personality Theory
- ♦ Describe social learning Theories
- ♦ Define the concept of emotional intelligence
- ♦ Detect identity from a cognitive and social perspective

Module 7. Psychological Differences between Individuals

- ♦ Describe the characteristics of differential psychology
- ♦ Define interindividual differences: Intelligence, Creativity, and Personality
- ♦ Explain the different psychological styles, cognitive styles and their relationship to anxiety
- ♦ Establish intra-group differences: age, gender, race and social class
- ♦ Expand knowledge regarding intellectual disability in childhood

Module 8. Childhood Mental Disorders

- ♦ Define the different childhood communication disorders
- ♦ Explain the different childhood learning disorders
- ♦ Delve into the different disorders related to motor skills in childhood
- ♦ Detect the main emotional disorders in children
- ♦ Establish the impact of abuse and neglect in infancy and childhood

Module 9. Social and Organizational Psychology Approach

- ♦ Define intervention techniques based on activation control
- ♦ Identify the perspectives of social psychology
- ♦ Explain social cognition and attribution processes
- ♦ Establish the structural characteristics and functions of attitudes
- ♦ Analyze factors influencing the perception of people



Module 10. Psychological Therapy

- ♦ Describe Psychoanalysis and psychodynamically oriented therapies
- ♦ Define the therapeutic relationship and the therapeutic process
- ♦ Explain the stages of Freudian psychoanalytic psychotherapy
- ♦ Delve into psychoanalysis and psychodynamically oriented therapies
- ♦ Know the ins and outs of family therapies and systemic models

Module 11. Statistics, Scientific Method, and Psychometrics

- ♦ Define and control psychological variables
- ♦ Delve into the use of psychometrics in mental health research
- ♦ Perform quantitative data analysis

Module 12. Fundamentals of Mental Health Nursing

- ♦ Explain the models and theories of Mental Health for Nursing
- ♦ Master the Nursing Care Process in people with mental disorders
- ♦ Apply the NANDA-NOC-NIC taxonomies

04 Skills

This educational option will allow nurses to enhance their competencies and skills for the care of patients with psychological pathologies that are so frequent such as self-harm, drug-related, or mental deterioration due to aging. During this course, graduates will have access to a specialized teaching staff with whom they will be able to resolve any doubts they may have about the content of this program.





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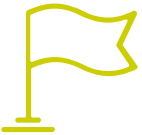
Integrate into your daily performance the main advances for the promotion of health and the reduction of mental problems"



General Skills

- ♦ Have critical and self-critical capacity, by making judgments based on criteria, given knowledge or personal reflections
- ♦ Have the ability to adapt to new situations
- ♦ Have the ability to generate new ideas (creativity)
- ♦ Solve problems
- ♦ Know how to make decisions
- ♦ Know how to work in team
- ♦ Have Interpersonal Skills





Specific Skills

- Describe the fundamental aspects of diagnosis, etiology, and prevention in mental illness
- Identify mental illness risk factors and its comorbidities
- Differentiate between mental health disorders and illnesses and propose the most appropriate nursing care for the type of pathology diagnosed
- Know how to promote self-care in patients with mental health disorders
- Manage patients with mental health disorders who come to the emergency department
- Describe the possible treatments applicable to the person with mental health disorders
- Manage the care required by patients with mental health related problems
- Discuss integral patient management, including mental health
- Identify the most prevalent mental health problems and select the appropriate health improvement recommendations in each case
- Know how to act before the complications that may occur in patients with mental health related problems
- Perform nursing care techniques and procedures establishing a therapeutic relationship with patients and their families
- Manage patients at high risk of suicide and/or related problems
- Discuss integral management of pediatric patients with mental problems
- Know how to identify the most frequent psychological problems in patients and know how to address them in a timely manner
- Know how to relate and communicate with the patient and their caregivers
- Manage and know how to use the nursing methodology in patients with mental health disorders
- Discuss the psychosocial aspect in palliative care patients at the end of life, during the dying process and bereavement
- Learn how to handle the different methodologies of research in care
- Know how to use the necessary techniques to carry out their own research work, to develop a care plan or to elaborate a clinical practice guide, in relation to mental pathology



Expand your ability to communicate with patients who are in a state of alteration due to a psychological disorder"

05

Course Management

In its commitment to offer a quality program, TECH has carried out a rigorous selection process for each and every one of the teachers that make up its programs. In this way, the graduate has the guarantee of having access to exhaustive information, prepared by the best health professionals in Mental Health. Therefore, you will receive a 12-month update of your skills from real experts in this field.



Management



Ms. Peña Granger, Mercedes

- Head of Adult Psychiatry Nursing Unit at Gregorio Marañón General University Hospital, Madrid
- EIR Mental Health teacher at the Multidisciplinary Teaching Unit of the Gregorio Marañón General University Hospital, Madrid
- Associate Professor at the University of Comillas and the Rey Juan Carlos University
- Graduate in Nursing from the Complutense University of Madrid
- Diploma in Nursing Psychosomatics from the Complutense University of Madrid
- Degree in Social and Cultural Anthropology from the Complutense University of Madrid
- Degree in Nursing from Rey Juan Carlos University
- Mental Health Specialist. Ministry of Health
- Master's Degree in the Humanization of Health Institutions from the European University of Madrid



Mr. Lozano Alonso, Raúl

- Head of Nursing of the Substance Abuse Disorders Unit at the Hestia Esquerdo Hospital
- President of the Madrid Association of Mental Health Nurses
- Professor at the University School of Nursing of the Red Cross from the Autonomous University of Madrid
- Personalized MIR exam preparer at CEMIR-POE Team
- Member of the Nus Agency's teaching staff
- Nurse at Quirónsalud
- Community Care Nurse in the Madrid Health Service (SERMAS)
- Assistant University Professor from Rey Juan Carlos University
- Assistant Professor at the Autonomous University of Madrid
- Diploma in Nursing
- Specialist Nurse in Mental Health via EIR entrance exams
- Master's Degree in Nursing Sciences
- Master in Telemedicine and Health Services

Professors

Ms. Cunillera Llorente, Alicia Hatshepsut

- ♦ Specialist Nurse in Mental Health
- ♦ Nurse of the Psychiatric Brief Hospitalization Unit at the Gregorio Marañón Hospital, Madrid
- ♦ Nurse of the Eating Disorders Unit at the Gregorio Marañón University General Hospital, Madrid
- ♦ Nurse from the Personality Disorders Unit at the Doctor Rodríguez Lafora Hospital
- ♦ Speaker at congresses and conferences specialized in Mental Health
- ♦ Degree in Nursing from the Pontificia de Comillas University

Ms. Borrego Espárrago, María Victoria

- ♦ Nursing Supervisor at the Ruber Juan Bravo Hospital Complex
- ♦ Mental Health Nurse Specialist at Sisters Hospitallers of the Sacred Heart of Jesus
- ♦ Nursing Supervisor of the Psychosocial Rehabilitation Area at San Miguel Clinic
- ♦ Author of numerous specialised publications
- ♦ Diploma in Nursing from the Autonomous University of Madrid
- ♦ Diploma in Nursing by EUE Red Cross
- ♦ Postgraduate Diploma in Health Services Direction and Management, CEU Cardenal Herrera University
- ♦ Member of the Board of Directors of the Spanish Mental Health Nursing Association
- ♦ Advisory Committee on Care of the Regional Office of the Region of Madrid





Ms. González Palomar, María Esther

- ♦ Specialist Nurse in Mental Health
- ♦ Head of the Adolescent Psychiatry Nursing Unit at the General Hospital
- ♦ University Hospital
- ♦ Postgraduate Certificate in Nursing from the Complutense University
- ♦ Postgraduate Certificate in Social Work at Complutense University
- ♦ Mental Health Nurse Specialist
- ♦ University Diploma in Surgery Nursing
- ♦ University Diploma in Coronary Unit Nursing
- ♦ University Diploma in Psychiatric Nursing

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Specialists in Mental Health Nursing make up this program, which is characterized by its innovative methodology and rigorous content”

06

Educational Plan

The syllabus of this program ranges from psychological care in learning ability, psychopathology, mental disorders to the most effective psychological therapies. In this way, through this content, the nurse will be able to keep up-to-date with diagnostic and therapeutic techniques. For this purpose, it has an extensive library of educational resources, accessible 24 hours a day, from any computer, cell phone, or tablet with an Internet connection. In addition, the practical phase will close this updating process, where the students will work in real scenarios and with patient care.



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Additional teaching material is available for you to further extend the information provided throughout this Hybrid Master's Degree"

Module 1. Psychological Treatment for Learning Ability

- 1.1. Instrumental Conditioning
 - 1.1.1. Procedures
 - 1.1.2. Reinforcement.
 - 1.1.3. Behavioral Choice
 - 1.1.4. Aversive Instrumental Conditioning
- 1.2. Observational learningEl aprendizaje observacional
 - 1.2.1. Introduction
 - 1.2.2. Observational Learning Theories
 - 1.2.3. Types of Modeling
 - 1.2.4. The Effects of Observational Learning
 - 1.2.5. Reinforcement
- 1.3. Stimulus Control
 - 1.3.1. Introduction
 - 1.3.2. Generalization
 - 1.3.3. Discrimination

Module 2. Psychological Treatment for Higher Cognitive Abilities

- 2.1. Psychological Treatment for Attention Span
 - 2.1.1. Introduction to Attention Study. Filter Models
 - 2.1.2. Limited Resource Models
 - 2.1.3. Automatic and Controlled Processes
- 2.2. Psychological Treatment for Emotional Capacity
 - 2.2.1. Introduction to the Psychology of Emotion
 - 2.2.2. Positive and Negative Emotions
 - 2.2.3. Expression and Regulation of Emotions
 - 2.2.4. Stress and Coping
- 2.3. Psychological Attention to Language Capacity
 - 2.3.1. Historical Evolution of Language Intervention from a Psychological Perspective
 - 2.3.2. Introduction to the Psychology of Language
 - 2.3.3. Understanding Language

- 2.4. Psychological Attention to Memory Capacity
 - 2.4.1. Memory Structures
 - 2.4.2. Short-Term Memory as Working Memory
 - 2.4.3. Memory Processes
 - 2.4.4. Propositional Representations and Mental Imagery
 - 2.4.5. Basic Concepts and Categories
 - 2.4.6. New Approaches to Memory
- 2.5. Psychological Treatment for Motivation Capacity
 - 2.5.1. Introduction to the Fundamental Concepts of Motivation.
 - 2.5.2. Neurophysiological Basis of Motivation
 - 2.5.3. Cognitive Activity.
 - 2.5.4. Primary and Secondary Motives
- 2.6. Psychological Treatment for Thought Capacity
 - 2.6.1. Comprehension: Diagrams
 - 2.6.2. Deductive reasoning
 - 2.6.3. Inductive Reasoning
 - 2.6.4. Problem-Solving and Decision Making.
- 2.7. Psychological Treatment for Perception Capacity
 - 2.7.1. Psychophysics
 - 2.7.2. The Visual System
 - 2.7.3. Shapes, Colors, and Movement
 - 2.7.4. Hearing
 - 2.7.5. Olfactory and Taste System
 - 2.7.6. Touch, Temperature, and Pain

Module 3. Psychopathology

- 3.1. History of Psychopathology
 - 3.1.1. Introduction
 - 3.1.2. Greek and Roman Culture
 - 3.1.3. The Middle Ages
 - 3.1.4. The Renaissance
 - 3.1.5. The Enlightenment

- 3.2. Models in Psychopathology
 - 3.2.1. Introduction
 - 3.2.2. Notion of Psychic Normality
 - 3.2.3. Main Models in Psychopathology
- 3.3. Psychopathology Classificatory Systems
 - 3.3.1. Introduction
 - 3.3.2. Types of Classification
 - 3.3.3. Classification Models in Psychopathology
 - 3.3.4. Current Psychopathological Classifications
 - 3.3.5. Criticism of Classification Systems in Psychiatry
 - 3.3.6. Psychometric Guarantees
- 3.4. Psychopathology Research Methods
 - 3.4.1. Introduction
 - 3.4.2. Research Levels.
 - 3.4.3. Epidemiological Analysis Levels
 - 3.4.4. Epidemiology of Mental Disorders
- 3.5. Psychopathology of Conscience
 - 3.5.1. Introduction
 - 3.5.2. Historical Points of Interest
 - 3.5.3. Deficit Disorders of Consciousness
 - 3.5.4. Productive Disorders of Consciousness
 - 3.5.5. Narrowing the Field of Consciousness Disorders
 - 3.5.6. Positive Changes
- 3.6. Psychopathology of Attention and Orientation.
 - 3.6.1. Introduction
 - 3.6.2. Psychopathology of Attention
 - 3.6.3. Cognitive Psychopathology of Attention
 - 3.6.4. Psychopathology of Orientation
 - 3.6.5. Attention Impairment in Some Mental Disorders
- 3.7. The Psychopathology of Sensory Perception
 - 3.7.1. Introduction
 - 3.7.2. Classification of Perceptual Disorders
 - 3.7.3. Perceptual or Sensory Distortions
 - 3.7.4. Perceptual Deceptions
 - 3.7.5. Theories of Hallucination
 - 3.7.6. Hallucinations and Disorders
 - 3.7.7. Psychological Treatment of Hallucinations and Delusions
- 3.8. Psychopathology of Memory
 - 3.8.1. Introduction
 - 3.8.2. Retrograde Amnesia
 - 3.8.3. Amnesia Syndrome
 - 3.8.4. Amnesia and Dementia
 - 3.8.5. Functional Amnesia
 - 3.8.6. Hypermnnesia
 - 3.8.7. Paramnesia and Parapraxia
 - 3.8.8. Mnesic Changes in Other Disorders
- 3.9. Psychopathology of Thought
 - 3.9.1. Introduction
 - 3.9.2. Formal Thought Disorders
 - 3.9.3. Disorders of Thought Content
- 3.10. Language Psychopathology
 - 3.10.1. Introduction
 - 3.10.2. Aphasia
 - 3.10.3. Childhood Dysphasia
 - 3.10.4. Childhood Dyslalia. Simple Speech and Language Delay
 - 3.10.5. Dysphemia or Stuttering
 - 3.10.6. Psychopathology of Language in Other Clinical Conditions

- 3.11. Psychopathology of Affectivity
 - 3.11.1. Introduction
 - 3.11.2. Components and Exploration of Affectivity
 - 3.11.3. Affective Alterations
- 3.12. Psychomotor Disorders.
 - 3.12.1. Introduction
 - 3.12.2. Psychomotor Disorders.
 - 3.12.3. Mimicry Disorders

Module 4. Mental Disorders (I)

- 4.1. Organic Mental Disorders and Psychotic Disorders
 - 4.1.1. Delirium and Dementia
 - 4.1.2. Amnesia Disorders and Other Mental Disorders with an Identified Organic Etiology
 - 4.1.3. Substance-Related Disorders
 - 4.1.4. Schizophrenia.
 - 4.1.5. Other Psychotic Disorders.
- 4.2. Mood Disorders
 - 4.2.1. Historical Introduction
 - 4.2.2. Classification of Mood Disorders
 - 4.2.3. Syndromes
 - 4.2.4. Episodes
 - 4.2.5. Disorders
 - 4.2.6. Specifications
 - 4.2.7. Epidemiology
 - 4.2.8. Course
 - 4.2.9. Differential Diagnosis
 - 4.2.10. Etiology
 - 4.2.11. Assessment
 - 4.2.12. Treatment

- 4.3. Anxiety Disorders
 - 4.3.1. Introduction and Basic Concepts
 - 4.3.2. Anxiety Syndromes
 - 4.3.3. Distress Disorder
 - 4.3.4. Phobia Disorders
 - 4.3.5. Agoraphobia without History of Panic Disorder
 - 4.3.6. Specific Phobia
 - 4.3.7. Social Phobia
 - 4.3.8. Generalized Anxiety Disorder
 - 4.3.9. Anxiety Disorder due to Medical Illness
 - 4.3.10. Substance-Induced Anxiety Disorder
 - 4.3.11. Non-Specific Anxiety Disorder
 - 4.3.12. Explanatory Models
 - 4.3.13. Assessment
 - 4.3.14. Treatment
- 4.4. Obsessive Compulsive Disorder
 - 4.4.1. Historical Introduction
 - 4.4.2. Basic Concepts
 - 4.4.3. Evolution in Classification (ICD and DSM)
 - 4.4.4. Author Classification
 - 4.4.5. Course
 - 4.4.6. Epidemiology
 - 4.4.7. Differential Diagnosis
 - 4.4.8. Explanatory Models
 - 4.4.9. Assessment
 - 4.4.10. Treatment

- 4.5. Stress Disorder
 - 4.5.1. Historical Introduction
 - 4.5.2. Post-Traumatic Stress Disorder.
 - 4.5.3. Course
 - 4.5.4. Epidemiology
 - 4.5.5. Differential Diagnosis
 - 4.5.6. Acute Stress Disorder
 - 4.5.7. Explanatory Models
 - 4.5.8. Assessment
 - 4.5.9. Treatment

Module 5. Mental Disorders (II)

- 5.1. Somatoform Disorders
 - 5.1.1. Introduction
 - 5.1.2. Historical Background
 - 5.1.3. Diagnostic Classifications
 - 5.1.4. Somatic Disorder
 - 5.1.5. Conversion Disorder
 - 5.1.6. Pain Disorder
 - 5.1.7. Hypochondria
 - 5.1.8. Body Dysmorphic Disorder
 - 5.1.9. Non-Specific Anxiety Disorder
 - 5.1.10. Undifferentiated Somatoform Disorder
 - 5.1.11. Somatoform Vegetative Dysfunction
- 5.2. Factitious Disorder
 - 5.2.1. Classification and Description
 - 5.2.2. Münchhausen Syndrome by Proxy
 - 5.2.3. Course and Epidemiology
 - 5.2.4. Differential Diagnosis with Simulation
 - 5.2.5. Psychological Processing of Somatic Symptoms

- 5.3. Dissociative Disorders
 - 5.3.1. Introduction
 - 5.3.2. Diagnosis Classification
 - 5.3.3. Other Classifications
 - 5.3.4. Explanatory Models
 - 5.3.5. Differential Diagnosis
 - 5.3.6. Clinical Manifestations of Dissociative Disorders
- 5.4. Psychosomatic Disorders.
 - 5.4.1. Introduction
 - 5.4.2. Classification and Description
 - 5.4.3. Psychosomatic Theories
 - 5.4.4. Current Outlook
 - 5.4.5. Stress and Psychophysiological Disorders
 - 5.4.6. Disorders Associated with the Immune System
- 5.5. Eating Disorders
 - 5.5.1. Introduction
 - 5.5.2. Diagnostic Classification
 - 5.5.3. Explanatory Models of Eating Disorders
 - 5.5.4. Anorexia Nervosa
 - 5.5.5. Bulimia Nervosa
 - 5.5.6. Binge Eating Disorder
 - 5.5.7. Obesity
- 5.6. Sexual Disorders and Sexual Identity Disorders
 - 5.6.1. Introduction
 - 5.6.2. Classification of Sexual Disorders
 - 5.6.3. Sexual Response Cycle
 - 5.6.4. Sexual Dysfunctions
 - 5.6.5. Paraphilias
 - 5.6.6. Sexual Identity Disorder

- 5.7. Sleep Disorders
 - 5.7.1. Introduction
 - 5.7.2. Sleep Disorders Classification
 - 5.7.3. Dyssomnia
 - 5.7.4. Parasomnia
 - 5.7.5. Other Sleep Disorders
- 5.8. Impulse Control Disorder
 - 5.8.1. Historical Introduction
 - 5.8.2. Definition and Description
 - 5.8.3. Theoretical Perspectives
 - 5.8.4. Intermittent Explosive Disorder
 - 5.8.5. Kleptomania
 - 5.8.6. Pyromania
 - 5.8.7. Pathological Gambling
 - 5.8.8. Trichotillomania
- 5.9. Adaptation Disorders
 - 5.9.1. Classification
 - 5.9.2. Epidemiology and Prevalence
 - 5.9.3. Differential Diagnosis
- 5.10. Personality Disorders
 - 5.10.1. Introduction
 - 5.10.2. Classification
 - 5.10.3. Characteristics of Personality Disorders
 - 5.10.4. Classification
 - 5.10.5. Criteria for Different Personality Disorders
 - 5.10.6. Millon's Theory of Personality Disorders
 - 5.10.7. *Big Five* Traits and Personality Disorders
 - 5.10.8. Psychopathy
 - 5.10.9. Evaluation of Personality Disorders
 - 5.10.10. Treatment of Personality Disorders
 - 5.10.11. General Aspects of Treatment in The Management of the Different Personality Disorders
- 5.11. Culture Specific Disorders.
- 5.12. Nursing Care in Mental Disorders



Module 6. Personality Psychology

- 6.1. Introduction to the Psychology of Personality
 - 6.1.1. The Definition of Personality
 - 6.1.2. Objectives of Personality Psychology
 - 6.1.3. Explain the Theoretical Models of Personality Psychology
 - 6.1.4. Research Traditions in Personality Psychology
- 6.2. Biological Theories of Personality
 - 6.2.1. Introduction
 - 6.2.2. Constitutionalist Typological Orientations
 - 6.2.3. Hormonal Typologies
 - 6.2.4. Pavlov's Typology
 - 6.2.5. Phrenology Theories
- 6.3. Psychoanalytic Theories of Personality
 - 6.3.1. Introduction
 - 6.3.2. Basic Propositions of Psychoanalytic Theory
 - 6.3.3. Primary and Secondary Processes
 - 6.3.4. The Structure of Personality
 - 6.3.5. The Dynamics of Personality
 - 6.3.6. Personality Development
 - 6.3.7. Implications of Psychoanalytic Theory for Psychopathology
 - 6.3.8. H.H. Interpersonal Theory Sullivan
- 6.4. Rogers' Phenomenological Theory
 - 6.4.1. Introduction
 - 6.4.2. Basic Assumptions
 - 6.4.3. The Structure of Personality
 - 6.4.4. The Dynamics of Personality
 - 6.4.5. Implications in Psychopathology

- 6.5. Kelly's Theory of Personal Constructs.
 - 6.5.1. Introduction
 - 6.5.2. The Definition of Constructivism
 - 6.5.3. Fundamental Postulate and Corollaries
 - 6.5.4. The Structure of Personality
 - 6.5.5. The Dynamics of Personality
 - 6.5.6. Evolutionary Development
 - 6.5.7. Implications of the Theory for Psychopathology
- 6.6. Allport's Personality Theory
 - 6.6.1. Assumptions and Methodology
 - 6.6.2. The Structure of Personality
 - 6.6.3. Behavioral Determinants
- 6.7. Cattell's Personality Theory.
 - 6.7.1. Introduction
 - 6.7.2. Cattell's Personality Structure.
 - 6.7.3. Status and Role
 - 6.7.4. Evolutionary Change in Personality
- 6.8. Eysenck's Personality Theory.
 - 6.8.1. Introduction
 - 6.8.2. Psychoticism
 - 6.8.3. Neuroticism and Extraversion
 - 6.8.4. Behavior and Personality Dimensions
 - 6.8.5. Personality Dimensions and Well-Being
- 6.9. The Big Five and Other Factorial Models
 - 6.9.1. Five-Factor Models
 - 6.9.2. Historical Development
 - 6.9.3. Other Factor-Type Models
- 6.10. Social Learning Theories
 - 6.10.1. Introduction
 - 6.10.2. Rotter's Social Learning Theory
 - 6.10.3. Bandura's Model of Reciprocal Determinism
- 6.11. Interactionist Models
 - 6.11.1. Introduction
 - 6.11.2. The Person Situation Controversy
 - 6.11.3. The Interactionist Perspective

- 6.12. Personality Psychology Constructs
 - 6.12.1. Introduction
 - 6.12.2. The Concept of Self-Control
 - 6.12.3. The Concept of Perceived Self-Efficacy Expectancy
 - 6.12.4. Attribution Processes
 - 6.12.5. Consequences of Loss of Behavioral Control
 - 6.12.6. Resilient Personality, Sense of Coherence and Resilience
 - 6.12.7. Emotional Intelligence
- 6.13. Contributions to Identity from a Cognitive and Social Perspective.
 - 6.13.1. Contributions to Identity from a Cognitive and Social Perspective.
 - 6.13.2. The Problem of the Self
 - 6.13.3. Personal Identity as Narrative Identity
 - 6.13.4. Stability and Change
 - 6.13.5. The Multiplicity of the Self
 - 6.13.6. Social Self. Self-Observation Theory
- 6.14. Royce and Powell's Theory of Individuality.
 - 6.14.1. Introduction
 - 6.14.2. The Structure of Personality
 - 6.14.3. The Dynamics of Personality
 - 6.14.4. Personality Throughout the Life Cycle

Module 7. Psychological Differences between Individuals

- 7.1. Introduction to Differential Psychology
 - 7.1.1. Introduction
 - 7.1.2. Differential Psychology
 - 7.1.3. The Features of Differential Psychology
 - 7.1.4. Problems Raised by Differential Psychology
 - 7.1.5. Ultimate Determinants of Behavioral Differences
 - 7.1.6. Research Strategies
- 7.2. Interindividual differences: intelligence, creativity and personality
 - 7.2.1. Intelligence
 - 7.2.2. Creativity
 - 7.2.3. Personality

- 7.3. Interindividual Differences: Psychological Styles, Cognitive Styles, and Anxiety
 - 7.3.1. Introduction
 - 7.3.2. Psychological Styles
 - 7.3.3. Cognitive Styles
 - 7.3.4. Cognitive Control
 - 7.3.5. Anxiety
- 7.4. Intragroup Differences: Age, Gender, Race, and Social Class
 - 7.4.1. Introduction
 - 7.4.2. Differences according to Age
 - 7.4.3. Differences according to Sex/Gender
 - 7.4.4. Differences according to Race
 - 7.4.5. Differences according to Social Characteristics
 - 7.4.6. Bilingualism

Module 8. Childhood Mental Disorders

- 8.1. Introduction and General Disorders
 - 8.1.1. Clinical Child and Adolescent Psychology
 - 8.1.2. Intellectual Disability
 - 8.1.3. Pervasive Developmental Disorders
- 8.2. Ability Disorders
 - 8.2.1. Communication Disorders
 - 8.2.2. Learning Disorders
 - 8.2.3. Motor Skills Disorders
- 8.3. Habit Disorders
 - 8.3.1. Attention and Hyperactivity Disorders
 - 8.3.2. Behavioral Disorders
 - 8.3.3. Eating Disorders in Childhood and Adolescence
 - 8.3.4. Elimination Disorders
 - 8.3.5. Sleep Disorders
 - 8.3.6. Motor Habit Disorders
- 8.4. Emotional Disorders
 - 8.4.1. General Anxiety
 - 8.4.2. Fears and Phobias
 - 8.4.3. Obsessive and Stress Disorders
 - 8.4.4. Mood Disorders

- 8.5. Other Childhood and Adolescent Disorders
 - 8.5.1. Other Childhood and Adolescent Disorders
 - 8.5.2. Child and Adolescent Health Psychology
 - 8.5.3. Abuse and Neglect in Infancy and Childhood
 - 8.5.4. Addictions in the Child and Adolescent Population

Module 9. Social and Organizational Psychology Approach

- 9.1. Theoretical Models
 - 9.1.1. Historical Background
 - 9.1.2. Social Psychology Perspectives
 - 9.1.3. Psychoanalytical Orientation
 - 9.1.4. Gestalt School
 - 9.1.5. Cognitive Orientation
 - 9.1.6. Behaviorism
 - 9.1.7. Symbolic Interactionism
- 9.2. Social Cognition and Attribution Processes
 - 9.2.1. Social Cognition
 - 9.2.2. Attribution Processes
- 9.3. Attitudes
 - 9.3.1. Introduction
 - 9.3.2. Definition and Conceptual Distinctions
 - 9.3.3. Structural Characteristics of Attitudes
 - 9.3.4. Functions of Attitudes
 - 9.3.5. Effects of Attitudes on Behavior
 - 9.3.6. Attitude Change Strategies
 - 9.3.7. Social Media Influence
- 9.4. Social Interaction Processes
 - 9.4.1. Influencing Factors in People Perception
 - 9.4.2. Interpersonal Attraction
 - 9.4.3. Social Power
 - 9.4.4. Aggressive Behavior
 - 9.4.5. Behavioral Help
 - 9.4.6. Nonverbal Communication "NVC"
 - 9.4.7. Conflict

Module 10. Psychological Therapy

- 10.1. Psychotherapy Components
 - 10.1.1. The Problem of Defining Psychotherapy
 - 10.1.2. The Client or Patient
 - 10.1.3. The Psychotherapist
 - 10.1.4. The Therapeutic Relationship
 - 10.1.5. The Therapeutic Process
- 10.2. Historical Approach to Psychotherapy
 - 10.2.1. Introduction
 - 10.2.2. Historical Overview of Psychotherapy
 - 10.2.3. Results Research
 - 10.2.4. Trend towards Short-Term Therapy
- 10.3. Psychoanalysis and Freud
 - 10.3.1. Introduction
 - 10.3.2. Historical Development
 - 10.3.3. Stages of Freudian Psychoanalytical Psychotherapy
 - 10.3.4. Models Proposed by Freud
 - 10.3.5. Defence Mechanisms
 - 10.3.6. Theory and Clinical Application
 - 10.3.7. Technical Resources
- 10.4. Psychoanalysis and Psychodynamically Oriented Therapies
 - 10.4.1. Psychoanalytic Developments: Psychodynamic Psychotherapy
 - 10.4.2. Neofreudians or Neopsychanalysts
 - 10.4.3. Psychoanalytic Tradition of the Self
 - 10.4.4. Psychoanalytic Psychotherapies
 - 10.4.5. Lacanian Theory
- 10.5. Phenomenological Existential and Humanistic Models
 - 10.5.1. Introduction
 - 10.5.2. Phenomenological Existential Therapies
 - 10.5.3. Humanistic Psychotherapies
- 10.6. Family Therapies and Systemic Models
 - 10.6.1. Introduction
 - 10.6.2. Family Therapy Models
 - 10.6.3. Systemic
 - 10.6.4. Current Developments



- 10.7. Group Therapy
 - 10.7.1. Introduction
 - 10.7.2. Specific Aspects of Group Therapy
 - 10.7.3. Phases of the Group Process.
 - 10.7.4. Characteristics of the Group Therapist
 - 10.7.5. Models and Types of Group
- 10.8. Behavior Therapies
 - 10.8.1. Introduction
 - 10.8.2. History and Present of Behavioral Therapy
 - 10.8.3. Assessment in Behavioral Therapy
 - 10.8.4. Intervention Techniques Based on Activation Control
 - 10.8.5. *Biofeedback* Techniques
 - 10.8.6. Systematic Desensitization
 - 10.8.7. Exposure Techniques
 - 10.8.8. Operant Techniques
 - 10.8.9. Aversive Techniques
 - 10.8.10. Modeling Techniques (Observational, Imitation, or Vicarious Learning)
 - 10.8.11. Covert Conditioning Techniques
 - 10.8.12. Self-Control Techniques
 - 10.8.13. Social Skills Training
 - 10.8.14. Hypnotherapy
- 10.9. Cognitive Therapy
 - 10.9.1. Introduction
 - 10.9.2. Basic Concepts
 - 10.9.3. Cognitive Behavioral Models
- 10.10. Integrative Models
 - 10.10.1. Introduction
 - 10.10.2. Technical Integration
 - 10.10.3. Theoretical Integration
 - 10.10.4. Common Factors

Module 11. Statistics, Scientific Method, and Psychometrics

- 11.1. Statistics
 - 11.1.1. Introduction
 - 11.1.2. Descriptive Statistics with One Variable
 - 11.1.3. Correlation
 - 11.1.4. Regression
 - 11.1.5. Introduction to Probability
 - 11.1.6. Probability
 - 11.1.7. Introduction to Inferential Statistics.
 - 11.1.8. Quantitative Data Analysis: The Most Common Parametric Tests
 - 11.1.9. Non-Parametric Contrasts
- 11.2. The Scientific Method and The Experimental Method
 - 11.2.1. Introduction to The Scientific Method
 - 11.2.2. Definition and Control of Psychological Variables
 - 11.2.3. The Design of the Experiment
 - 11.2.4. Unifactorial Designs
 - 11.2.5. Factorial Designs
 - 11.2.6. Quasi-Experimental Designs
 - 11.2.7. N-of-1 Designs
 - 11.2.8. Surveys
- 11.3. Psychometry
 - 11.3.1. Introduction
 - 11.3.2. Classical Test Theory
 - 11.3.3. Generalizability Theory
 - 11.3.4. Item Response Theory
 - 11.3.5. Validity

Module 12. Fundamentals of Mental Health Nursing

- 12.1. Models and Theories of Mental Health Nursing
- 12.2. The Nursing Care Process for People with Mental Disorders
- 12.3. NANDA, NOC, NIC Taxonomies and their Practical Application

07

Clinical Internship

Once the online theoretical phase is completed, this program includes a period of practical training in a reference clinical center. In this scenario, the graduateS will have at their disposal the support of a tutor who will accompany them throughout their stay, both in the preparation and in the development of the clinical internship.



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Through this program you will be able to do your internship in a hospital of the future, with the best medical technology and with renowned professors. Incorporate the latest advances in Mental Health for Nursing into your regular clinical practice"

This program includes in its itinerary a 3-week practical experience in a distinguished hospital center in the field of Mental Health. In this way, from Monday to Friday with 8 consecutive hours, the students will have the opportunity to work in a real clinical scenario and being tutored by a professional with extensive experience in this sector. In this way, the graduate will have the opportunity to verify on-site, the most advanced diagnostic and therapeutic techniques and procedures currently applied in this area.

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

TECH has designed a practical phase that leads the students to perfect their skills through a close experience, which prepares them for the most complex clinical situations and allows them to increase their scope of action in the field of Mental Health. All this, in an advanced, cutting-edge environment that is committed to scientific seriousness and the professionalism of all its staff.

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 fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for the practice in clinical nursing (learning to be and learning to relate).





The procedures described below will form the basis of the practical part of the internship, 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:

Module	Practical Activity
Care of mental disorders	Initial evaluation and follow-up of the patient
	Participate in individual and group therapies
	Promote prevention of mental disorders
	Collaborate in drug administration
Health promotion	Participate in Mental Health education activities for the general public
	Assist in addiction prevention communication
	Advise patients on proper health habits
	Collaborate in the planning of actions aimed at improving the mental health of young people
Evaluation of patients	Collaborate in the initial evaluation process of patients presenting with anxiety, stress or depression
	Work in an interdisciplinary manner in the care of patients with mental disorders
	Participate in the diagnosis of Severe Mental Disorders
	Assist in the initial pharmacological administration in patients who present with altered states
Social psychological approach	Assist in the care of patients who present psychological disorders due to aggressive problems
	Collaborate in assisting and informing patients about strategies to improve their mental health status
	Apply techniques that favor conflict resolution

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 purchase 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 program at the center.



General Conditions of the Internship Program

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

1. TUTOR: During the Hybrid Master's Degree, 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, in 8-hour days, 5 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. ABSENCE: If the students does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, 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 Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: The Hybrid 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 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 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 student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

This Hybrid Master's Degree program includes a clinical internship. In this sense, TECH has focused its efforts on the selection of the most prestigious hospitals, so that the nurse can obtain an update in a first-class environment. In this way, you will conclude this tour by the hand of the best mental health professionals, which will provide you with a unique experience.



“

*TECH has selected for you
hospitals with great national
and international recognition”*

The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:



Nursing

Hospital HM Modelo

Country: Spain
City: La Coruña

Address: Rúa Virrey Osorio, 30, 15011, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Nursing

Hospital HM Rosaleda

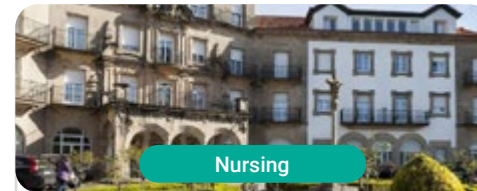
Country: Spain
City: La Coruña

Address: Rúa de Santiago León de Caracas, 1, 15701, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Hair Transplantation
- Orthodontics and Dentofacial Orthopedics



Nursing

Hospital HM La Esperanza

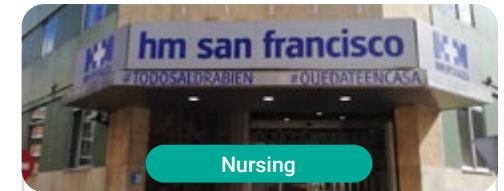
Country: Spain
City: La Coruña

Address: Av. das Burgas, 2, 15705, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Oncology Nursing
- Clinical Ophthalmology



Nursing

Hospital HM San Francisco

Country: Spain
City: León

Address: C. Marqueses de San Isidro, 11, 24004, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Update in Anesthesiology and Resuscitation
- Nursing in the Traumatology Department



Nursing

Hospital HM Regla

Country: Spain
City: León

Address: Calle Cardenal Landáuzuri, 2, 24003, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Update on Psychiatric Treatment in Minor Patients



Nursing

Hospital HM Nou Delfos

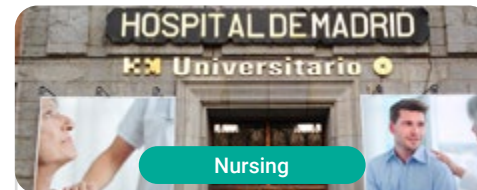
Country: Spain
City: Barcelona

Address: Avinguda de Vallcarca, 151, 08023 Barcelona

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Aesthetic Medicine
- Clinical Nutrition in Medicine



Nursing

Hospital HM Madrid

Country: Spain
City: Madrid

Address: Pl. del Conde del Valle de Súchil, 16, 28015, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Palliative Care
- Anaesthesiology and Resuscitation



Nursing

Hospital HM Montepíncipe

Country: Spain
City: Madrid

Address: Av. de Montepíncipe, 25, 28660, Boadilla del Monte, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Palliative Care
- Aesthetic Medicine



Nursing

Hospital HM Torrelodones

Country City
Spain Madrid

Address: Av. Castillo Olivares, s/n, 28250,
Torrelodones, Madrid

Network of private clinics, hospitals and specialized centers
distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Nursing

Hospital HM Sanchinarro

Country City
Spain Madrid

Address: Calle de Oña, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers
distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Nursing

Hospital HM Nuevo Belén

Country City
Spain Madrid

Address: Calle José Silva, 7, 28043, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- General and Digestive System Surgery
- Clinical Nutrition in Medicine



Nursing

Policlínico HM La Paloma

Country City
Spain Madrid

Address: Calle Hilados, 9, 28850,
Torrejón de Ardoz, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Advanced Operating Room Nursing
- Orthodontics and Dentofacial Orthopedics





Nursing

Policlínico HM Sanchinarro

Country
Spain

City
Madrid

Address: Av. de Manoteras, 10,
28050, Madrid

Network of private clinics, hospitals and specialized centers
distributed throughout Spain.

Related internship programs:

- Gynecological Care for Midwives
- Nursing in the Digestive System Department



Nursing

Policlínico HM Virgen del Val

Country
Spain

City
Madrid

Address: Calle de Zaragoza, 6, 28804,
Alcalá de Henares, Madrid

Network of private clinics, hospitals and specialized centers
distributed throughout Spain.

Related internship programs:

- Diagnosis in Physiotherapy
- Physiotherapy in Early Care

09

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.



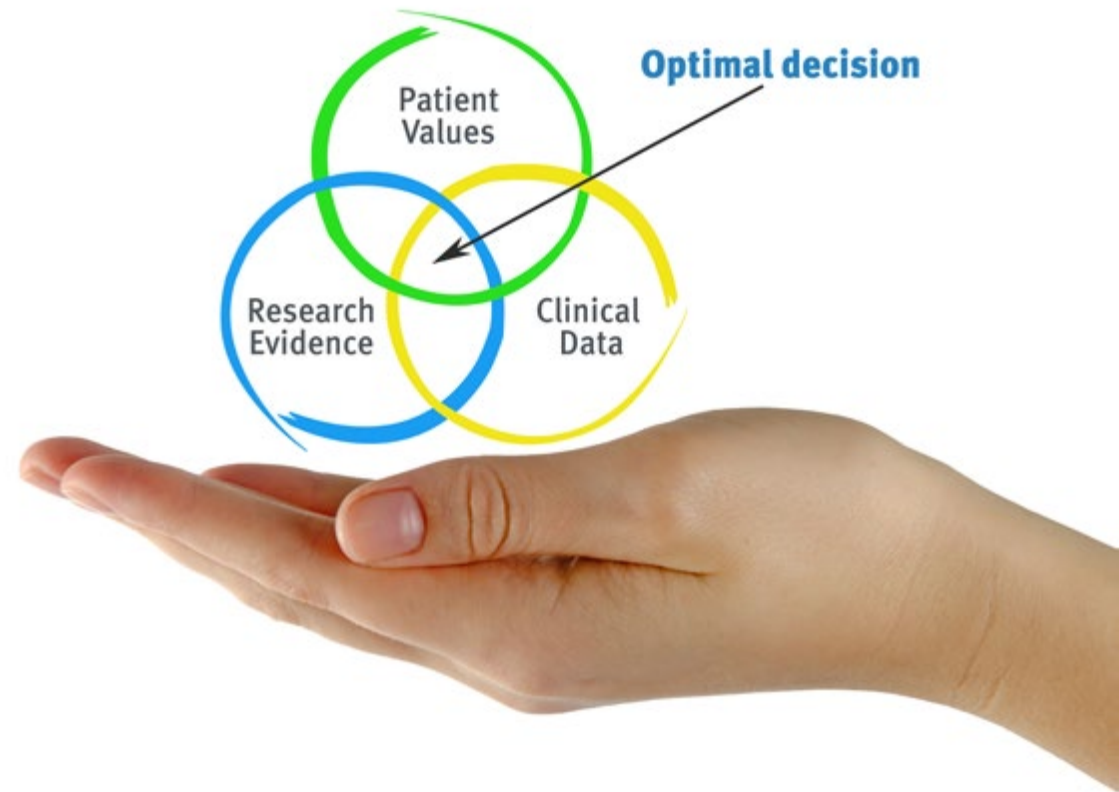
“

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 Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.



According to Dr. Gervas, 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 real conditions in professional nursing 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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
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 case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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.

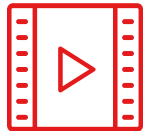
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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 really 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.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want.



Interactive Summaries

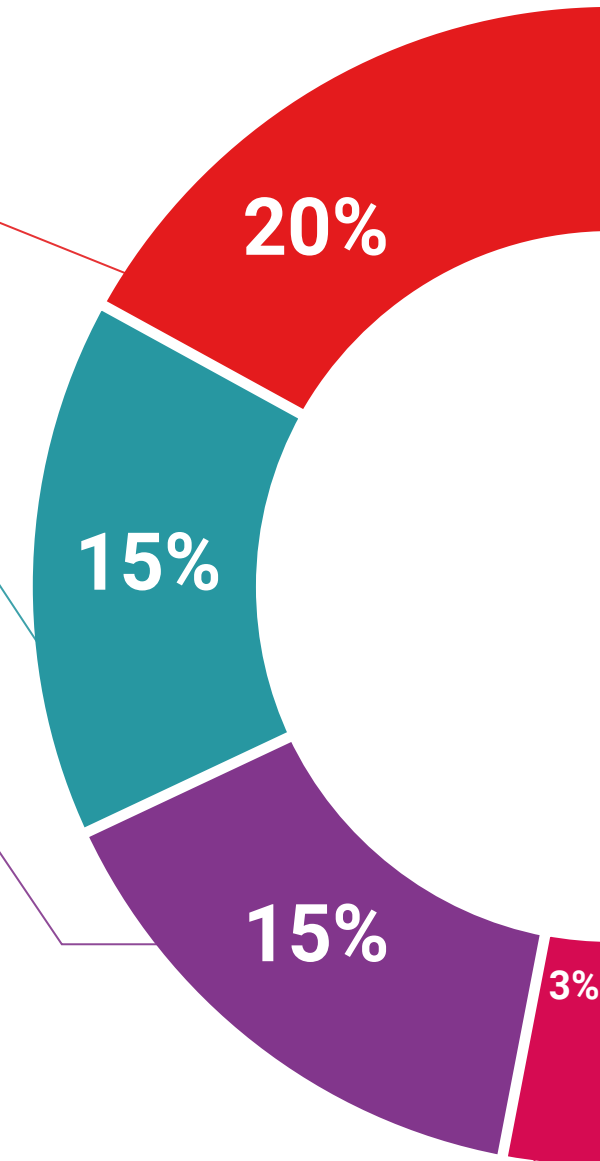
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

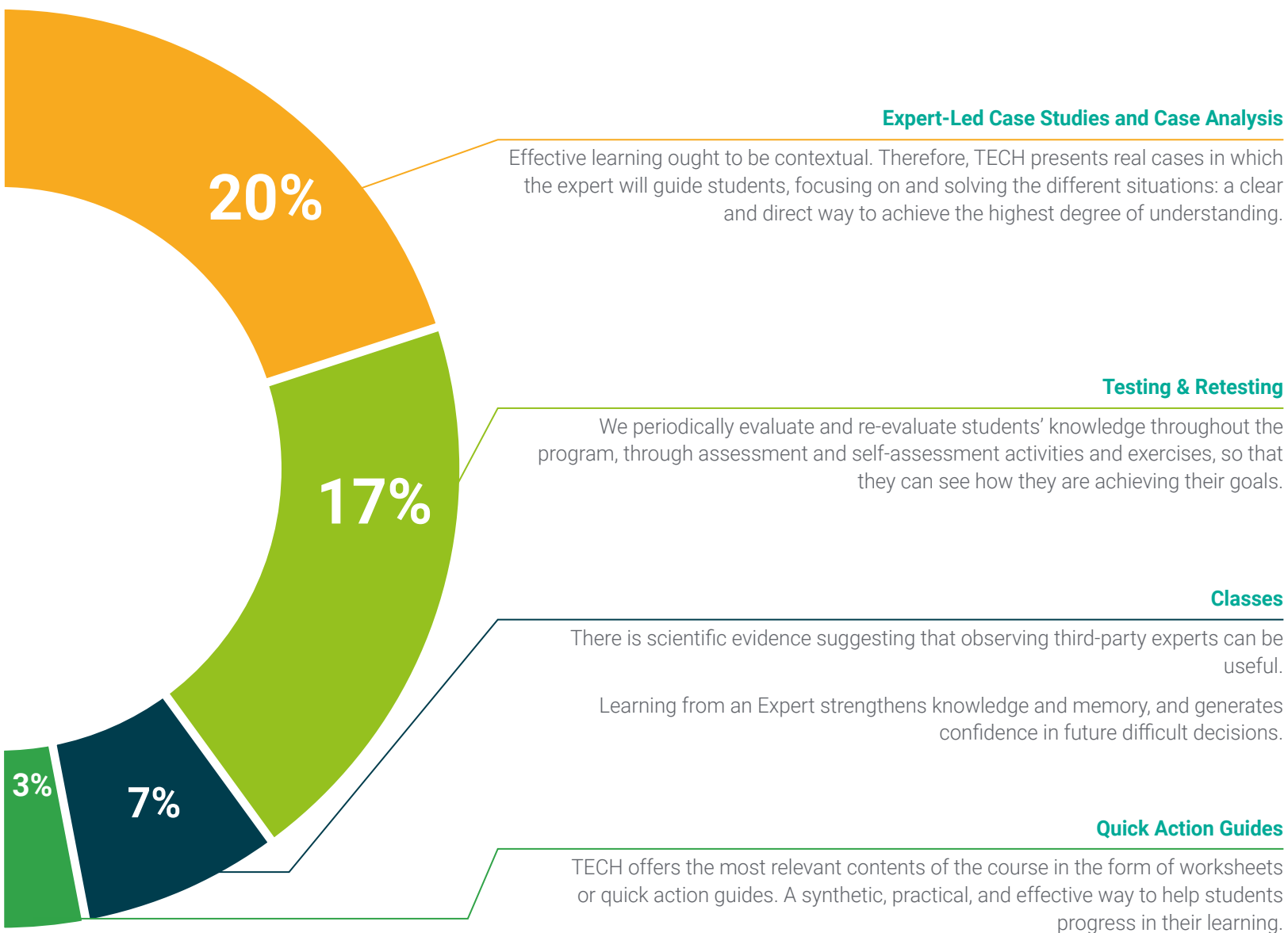
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





10 Certificate

The Hybrid Master's Degree in Mental Health for Nursing guarantees, in addition to the most rigorous and up-to-date education, access to a Hybrid Master's Degree certificate issued by TECH Global University.



“

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

This program will allow you to obtain your **Hybrid Master's Degree diploma in Mental Health for Nursing** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

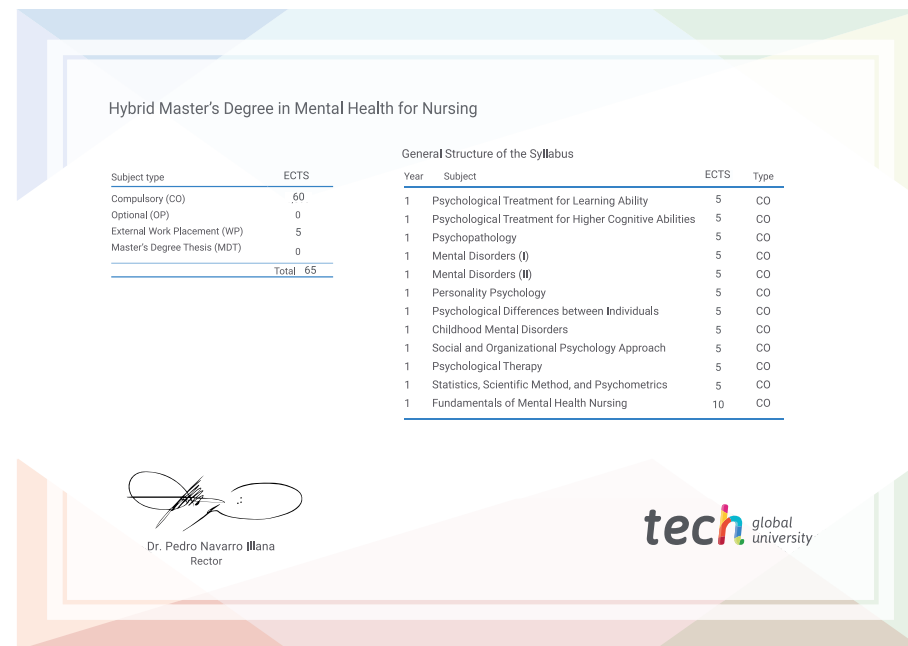
Title: **Hybrid Master's Degree in Mental Health for Nursing**

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

Duration: **12 months**

Certificate: **TECH Global University**

Recognition: **60 + 5 ECTS Credits**





Hybrid Master's Degree Mental Health for Nursing

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Hybrid Master's Degree

Mental Health for Nursing