

Master's Degree Mental Health Nursing

TECH is a member of:



tech global
university



Master's Degree Mental Health Nursing

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

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

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01

Introduction to the Program

Mental health issues have increased over the past decade due to factors such as socio-economic uncertainty, workplace competitiveness, and stress. According to the World Health Organization, one in eight people worldwide suffers from a mental disorder. The nursing expert faces this challenge in hospitals and homes, caring for patients with various psychological conditions. The evolution of diagnoses and treatments requires constant updating. In response to this need, this 100% online program has been created, enabling students to deepen their understanding of mental disorders and their therapies with a highly specialized teaching team.



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Thanks to this 100% online Master's Degree, you will update your knowledge on the management of patients with Disorders and Psychopathologies"

Currently, the number of individuals at high risk of Suicide, Depression, and Post-Traumatic Stress Disorder (PTSD) has increased due to multiple social factors, affecting both young people and adults. This growing demand for Mental Health services requires that professionals, particularly Nursing staff, stay updated on the most advanced techniques for diagnosing and addressing these patients.

The nurse plays a crucial role within a Multidisciplinary Health and Social Care Team, given the complexity of managing patients with Mental Disorders. This team-based approach fosters continuous updates on diagnoses, treatments, and applied therapies, consolidating a comprehensive approach to care. In response to this need, this Master's Degree has been designed with content developed by specialists with extensive experience in mental health.

This 100% online program offers nursing professionals the opportunity to update their knowledge without time or in-person constraints. With access to an electronic device connected to the internet, they can expand their expertise while balancing professional growth with daily responsibilities. A unique opportunity to advance in the field of Mental Health and provide better care to patients in need.

This **Master's Degree in Mental Health Nursing** contains the most complete and updated University program on the market. Its most notable features are:

- ♦ The development of practical cases presented by experts in Mental Health Nursing
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Mental Health Nursing
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



A program with which you can broaden your knowledge of psychometrics and the validity of the results obtained"

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You will implement individualized care plans for patients with Mental Disorders, ensuring a holistic, humanized, and integrative approach”

The program includes a teaching staff of professionals from the Mental Health for Nursing field, who bring their practical experience to the program, alongside recognized specialists from leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will develop specialized skills in managing patients with Psychiatric Disorders, applying evidence-based strategies.

You will delve into psychoanalysis, psychodynamic-oriented therapies, and group therapies.



02

Why Study at TECH?

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



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

The world's best online university, according to FORBES

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

The best top international faculty

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

The world's largest online university

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



The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

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

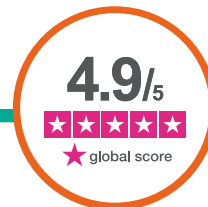
Leaders in employability

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



Google Premier Partner

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



The top-rated university by its students

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



03

Syllabus

The professional who completes this program will deepen their understanding of psychological care and the management of mental disorders from a Nursing perspective across 12 modules. Through the Relearning system, used by TECH, comprehension will be facilitated through diagrams, deductive and inductive reasoning, and problem-solving, optimizing decision-making in critical situations. Additionally, the program will explore Psychophysics, sensory systems, and Psychopathology, from its historical background to the current classification models. This is a 100% online program with permanent access to the content, allowing professionals to balance their professional development with other responsibilities.



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You will optimize the approach to psychiatric emergency situations, including managing patients in crisis and applying intervention protocols for high-risk behaviors”

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 Learning
 - 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 Care for Attention Capacity
 - 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. Language Comprehension



- 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 Deficits in Certain 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. Hypermnesia
 - 3.8.7. Paramnesia and Parapraxia
 - 3.8.8. Memory Impairments in Other Disorders
- 3.9. Psychopathology of Thought
 - 3.9.1. Introduction
 - 3.9.2. Formal Thought Disorders
 - 3.9.3. Thought Content Disorders
- 3.10. Language Psychopathology
 - 3.10.1. Introduction
 - 3.10.2. Aphasia
 - 3.10.3. Childhood Dysphasia
 - 3.10.4. Childhood Dyslalia. Simple Language and Speech Delay
 - 3.10.5. Stuttering (Dysfluency)
 - 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. Facial Expression Disorders

Module 4. Mental Disorders I

- 4.1. Organic Mental Disorders and Psychotic Disorders
 - 4.1.1. Delirium and Dementia
 - 4.1.2. Amnestic Disorders and Other Mental Disorders with 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. Evaluation
 - 4.2.12. Treatment
- 4.3. Anxiety Disorders
 - 4.3.1. Introduction and Basic Concepts
 - 4.3.2. Anxiety Syndromes
 - 4.3.3. Distress and
 - 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. Unspecified Anxiety Disorder
 - 4.3.12. Explanatory Models

- 4.3.13. Evaluation
- 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. Evaluation
 - 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. Evaluation
 - 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. Unspecified 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. Adjustment 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. Assessment 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-Bound Syndromes
- 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. Harry Sullivan's Interpersonal Theory.
- 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 5 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. Mental Disorders in Childhood

- 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 and
 - 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. Addiction in Child and Adolescent Populations

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
 - 9.4.7. The Conflict

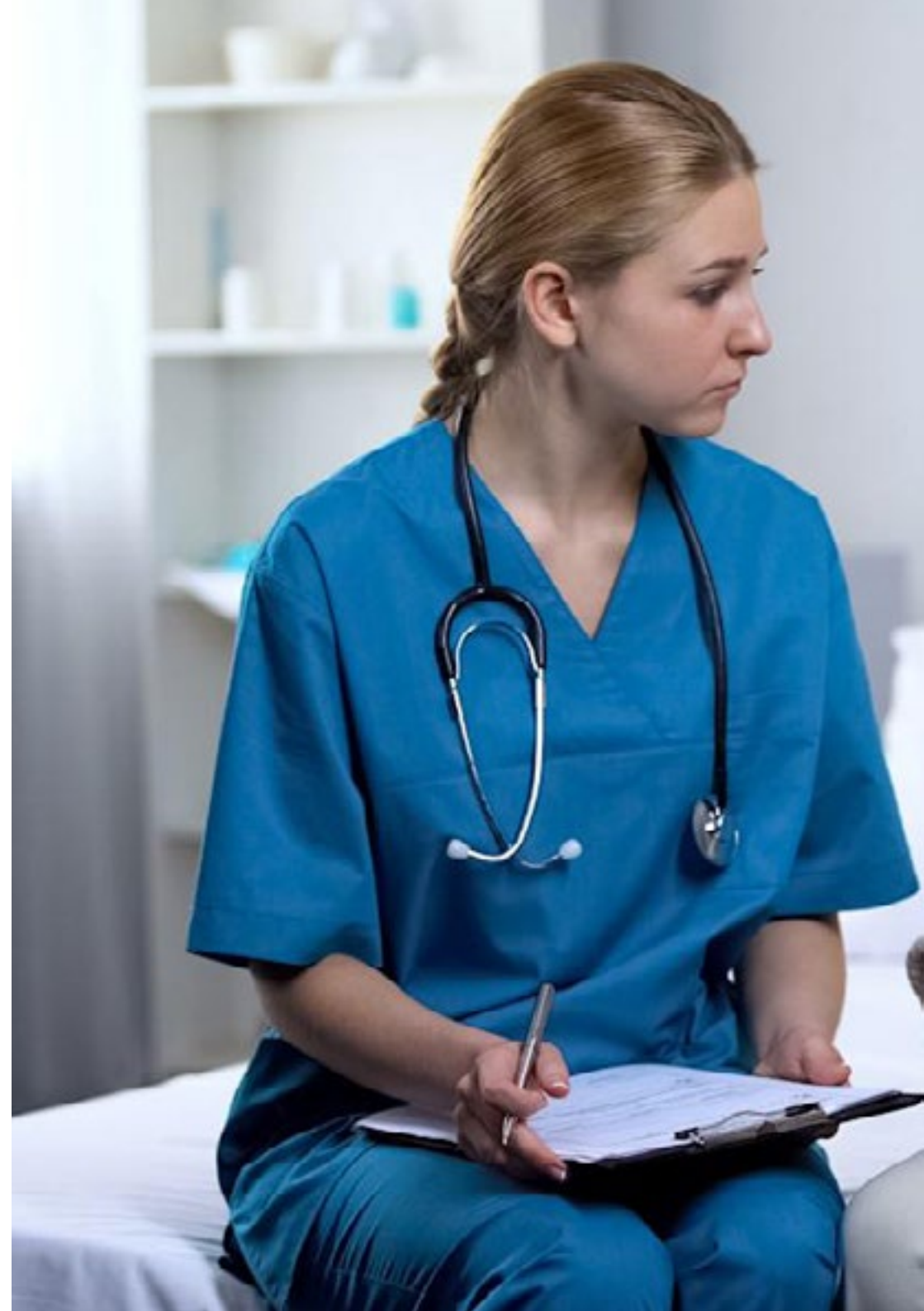
Module 10. Psychological Therapy

- 10.1. Components of Psychotherapy
 - 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. Defense Mechanisms
 - 10.3.6. Theory and Clinical Application
 - 10.3.7. Technical Resources
- 10.4. Psychoanalysis and Psycho-dynamically 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

“

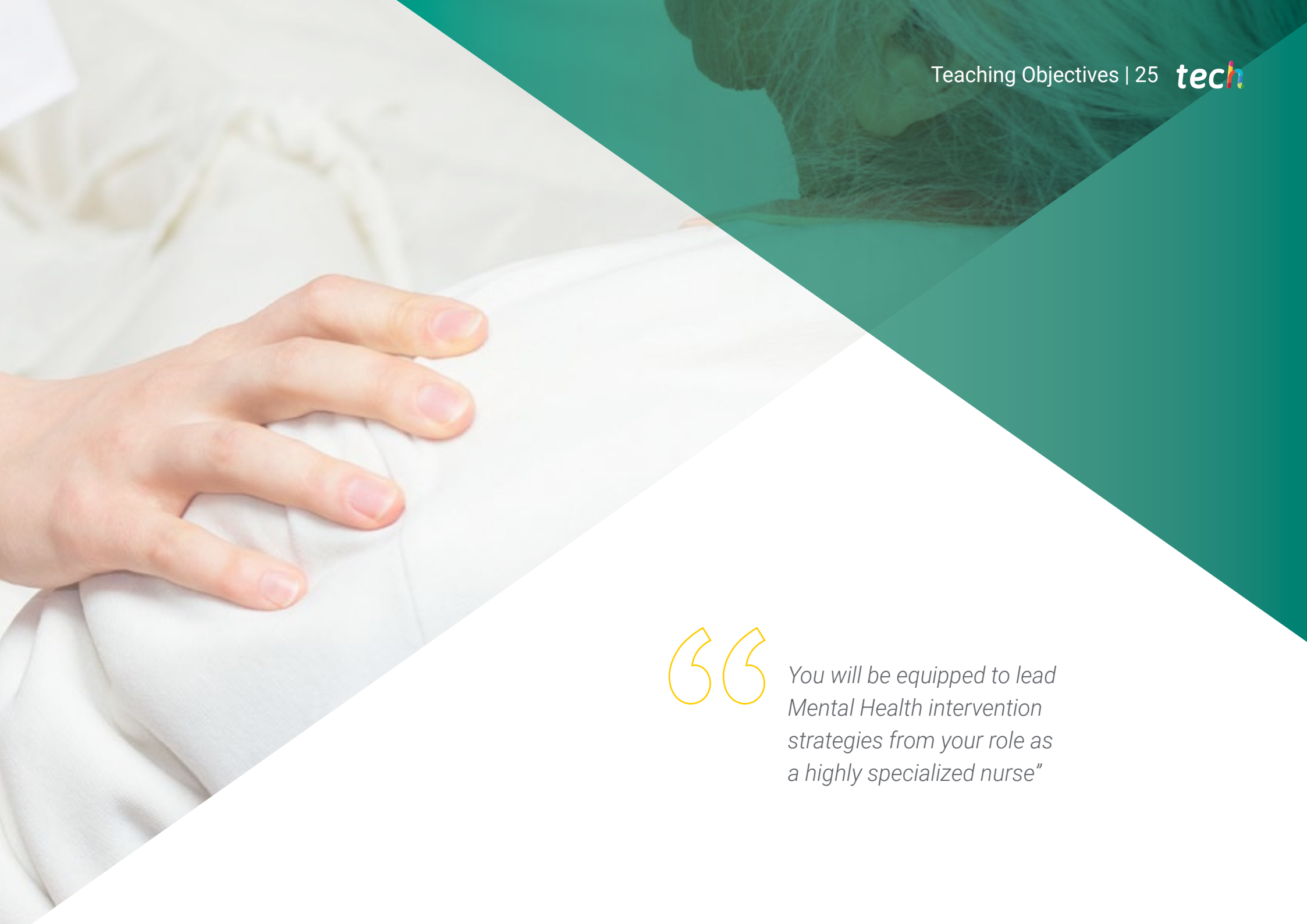
Analyze the historical development and relevance of factorial models in the evaluation of personality across different clinical contexts”

04

Teaching Objectives

This TECH program is designed to provide nurses with advanced knowledge in Mental Health, addressing everything from diagnosis to therapeutic intervention in patients with mental disorders. Throughout the program, key competencies will be developed in pathology identification, the application of psychological care strategies, and the integration of psychopathological models into clinical practice. In this way, graduates will be able to optimize care in various healthcare settings and improve the quality of Mental Health care.





“

*You will be equipped to lead
Mental Health intervention
strategies from your role as
a highly specialized nurse”*



General Objectives

- ♦ Explain the diagnosis, etiology, pathophysiology, and prevention of mental disorders
- ♦ Identify risk factors for mental illness
- ♦ Identify signs and symptoms indicating mental health pathology.
- ♦ Develop techniques to explain and apply self-care to patients to prevent mental health disorders

“

Through Personality Theory, you will discover how internal and external factors influence decision-making and mental health”





Specific Objectives

Module 1. Psychological Treatment for Learning Ability

- ♦ Explain instrumental conditioning and its relation to learning
- ♦ Identify what is reinforcement in instrumental conditioning.
- ♦ Delve into aversive instrumental 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

Module 2. Psychological Treatment for Higher Cognitive Abilities

- ♦ Explain attention and filter models
- ♦ Describe resource-limited models
- ♦ Delve into automated and controlled care processes
- ♦ 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

Module 3. Psychopathology

- ♦ Explain the different psychopathology models
- ♦ Establish the different psychopathology classification systems

Module 4. Mental Disorders I

- ♦ Explain the different organic mental disorders and psychotic disorders

Module 5. Mental Disorders II

- ♦ Explain the different sleep disorders
- ♦ Define the main characteristic features of impulse control disorders

Module 6. Personality Psychology

- ♦ Define the implications of psychoanalytic theory for psychopathology
- ♦ Detect identity from a cognitive and social perspective

Module 7. Psychological Differences between Individuals

- ♦ Define Interindividual Differences: Intelligence, Creativity, and Personality
- ♦ Explain the different psychological styles, cognitive styles and their relationship to anxiety

Module 8. Mental Disorders in Childhood

- ♦ Define the different childhood communication disorders
- ♦ Explain the different childhood learning disorders

Module 9. Social and Organizational Psychology Approach

- ♦ Define intervention techniques based on activation control
- ♦ Identify the perspectives of social psychology

Module 10. Psychological Therapy

- ♦ Describe Psychoanalysis and psychodynamically oriented therapies
- ♦ Define the therapeutic relationship and the therapeutic process.

Module 11. Statistics, Scientific Method, and Psychometrics

- ♦ Define and control psychological variables
- ♦ Delve into the use of psychometrics in mental health research.

Module 12. Fundamentals of Mental Health Nursing

- ♦ Master the Nursing Care Process in people with mental disorders
- ♦ Apply the NANDA-NOC-NIC taxonomies

05 Study Methodology

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

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



“

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

The student: the priority of all TECH programs

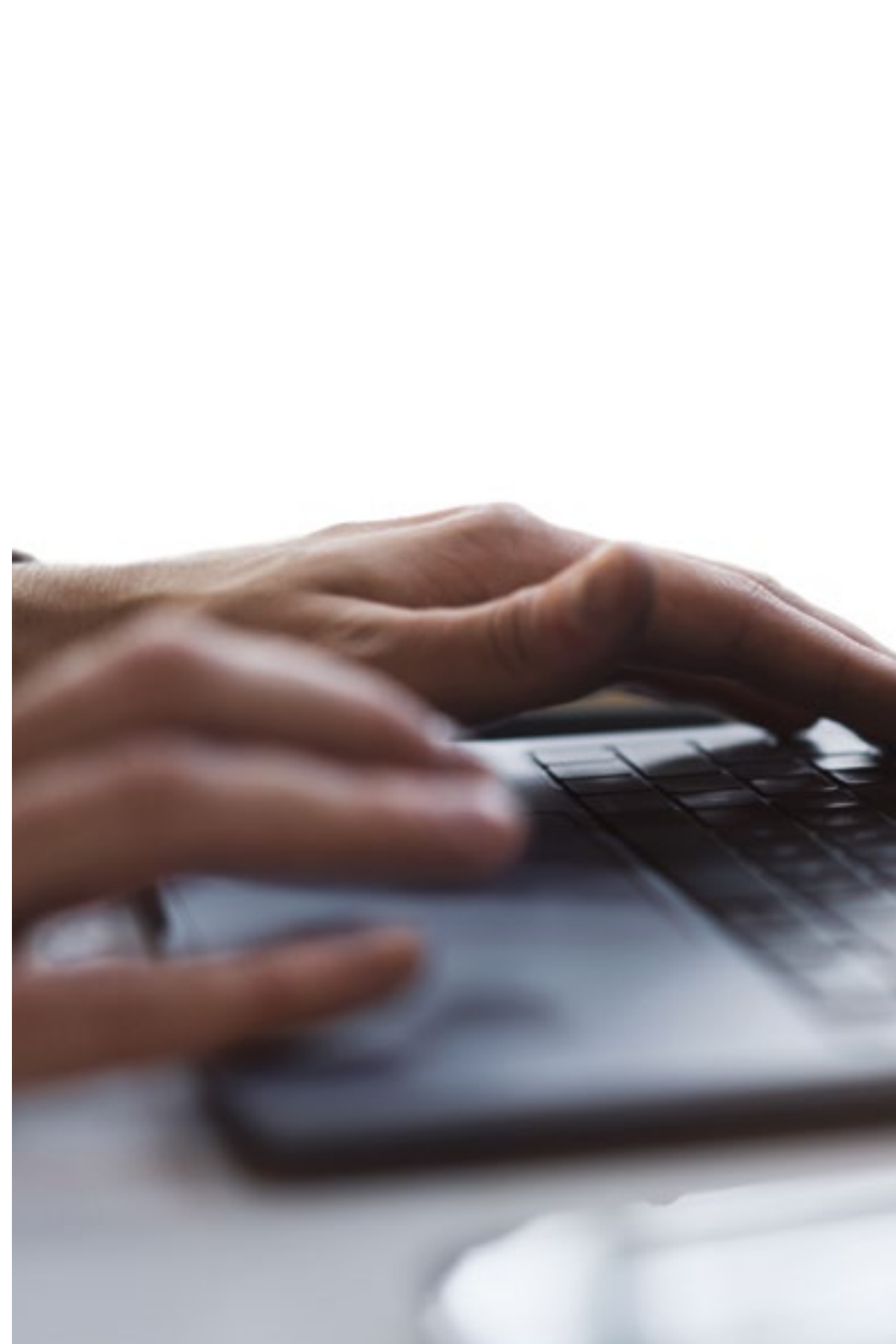
In TECH's study methodology, the student is the main protagonist.

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

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

“

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



The most comprehensive study plans at the international level

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

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

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

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

Case Studies and Case Method

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

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

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



Relearning Methodology

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

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

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

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



A 100% online Virtual Campus with the best teaching resources

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

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

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

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



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

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

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

The university methodology top-rated by its students

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

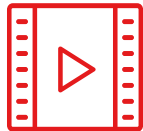
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

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



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



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

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



Practicing Skills and Abilities

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



Interactive Summaries

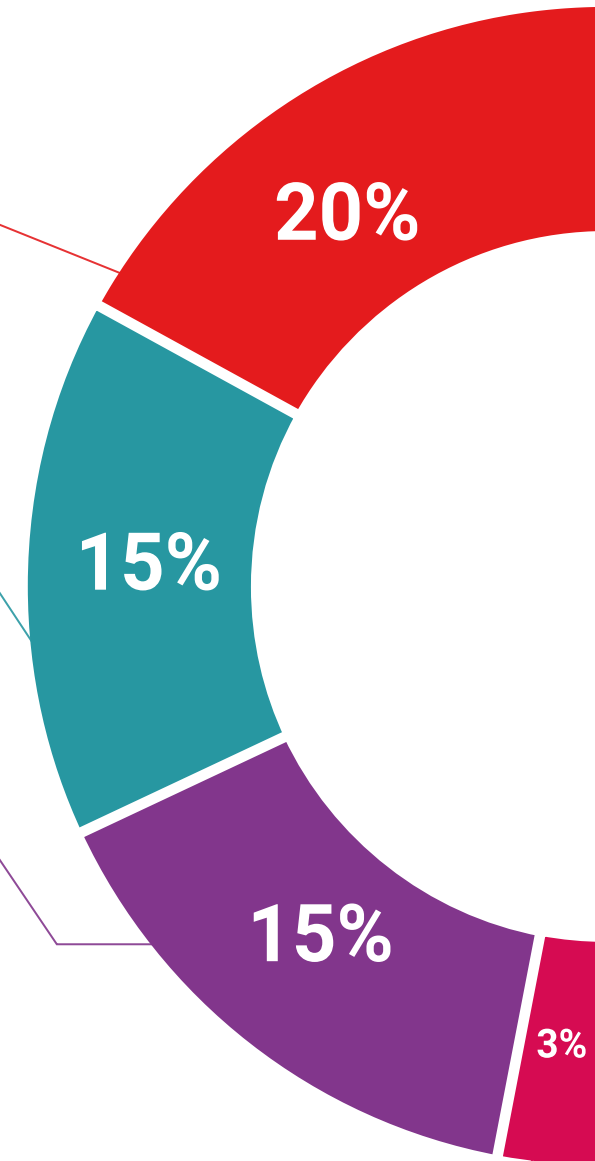
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

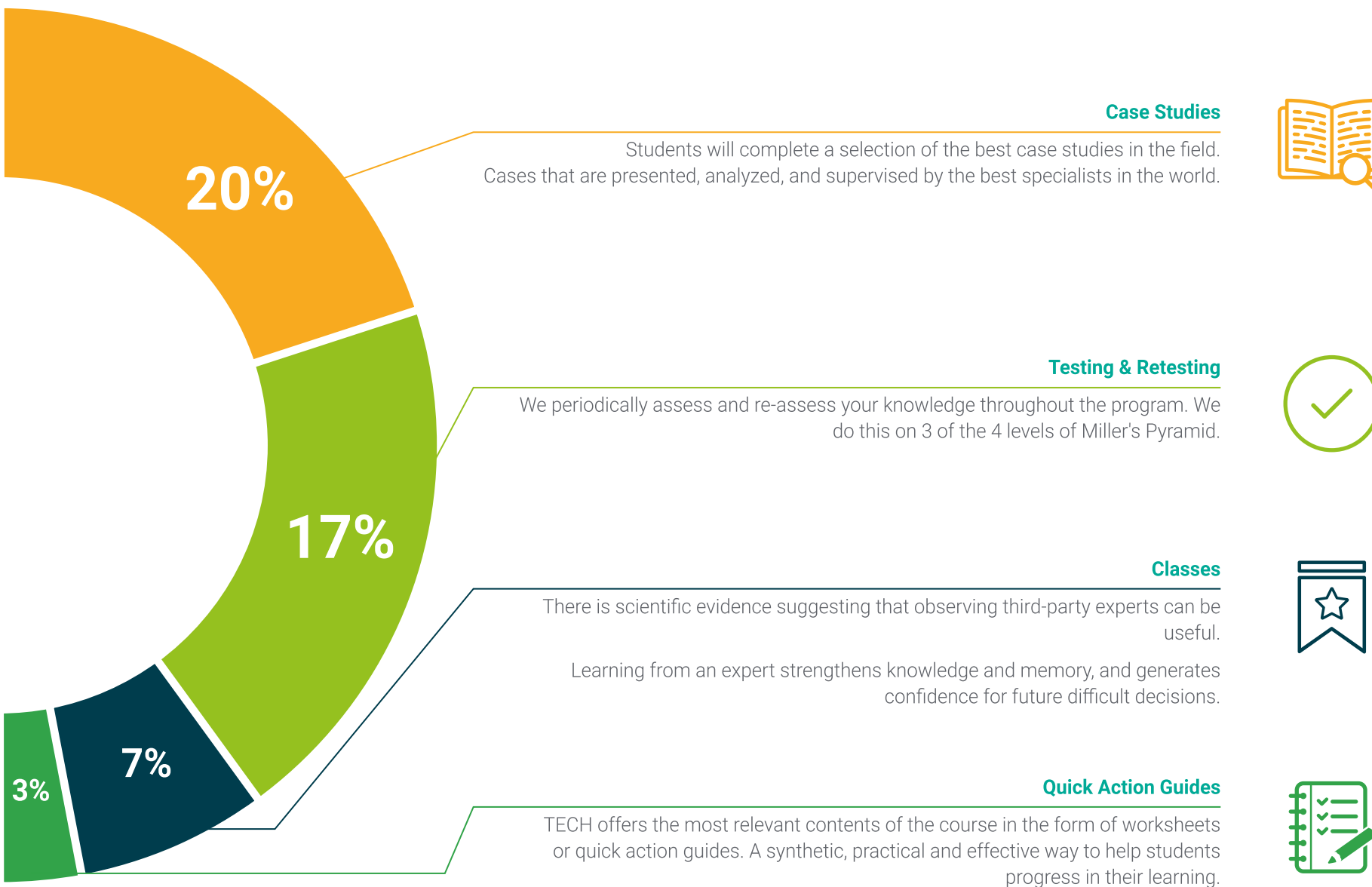
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Teaching Staff

In all of its university programs, TECH rigorously selects the entire professional teaching team that integrates its courses. This ensures that graduates receive high-quality education that meets their knowledge update needs. In this program, nursing professionals have access to a faculty with extensive experience in this healthcare field and in Mental Health. A teaching staff they can rely on to resolve any questions that may arise about the course content throughout the 7-month duration of the program.



A close-up photograph of two hands clasped together, with fingers interlaced. The skin is light-toned and shows some texture. The background is a soft, out-of-focus blue.

“

A team specialized in Mental Health will be in charge of answering any questions you may have about the syllabus of this university program"

Management



Ms. Peña Granger, Mercedes

- Head of Adult Psychiatry Nursing Unit at General University Gregorio Marañón Hospital, Madrid
- EIR Mental Health Tutor in Multidisciplinary Teaching Unit at Gregorio Marañón General University Hospital, Madrid
- Associate Professor at the University of Comillas and the University of Rey Juan Carlos
- 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 Drug Addiction Disorders Unit at 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 Trainer in MIR exams at CEMIR-Team POE
- ♦ Faculty member of Nus Agency
- ♦ Nursing Services in Quirónsalud
- ♦ Community Care Nurse in the Madrid Health Service (SERMAS)
- ♦ University Professor at Rey Juan Carlos University
- ♦ Assistant University 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's Degree in Health Services Management and Telemedicine

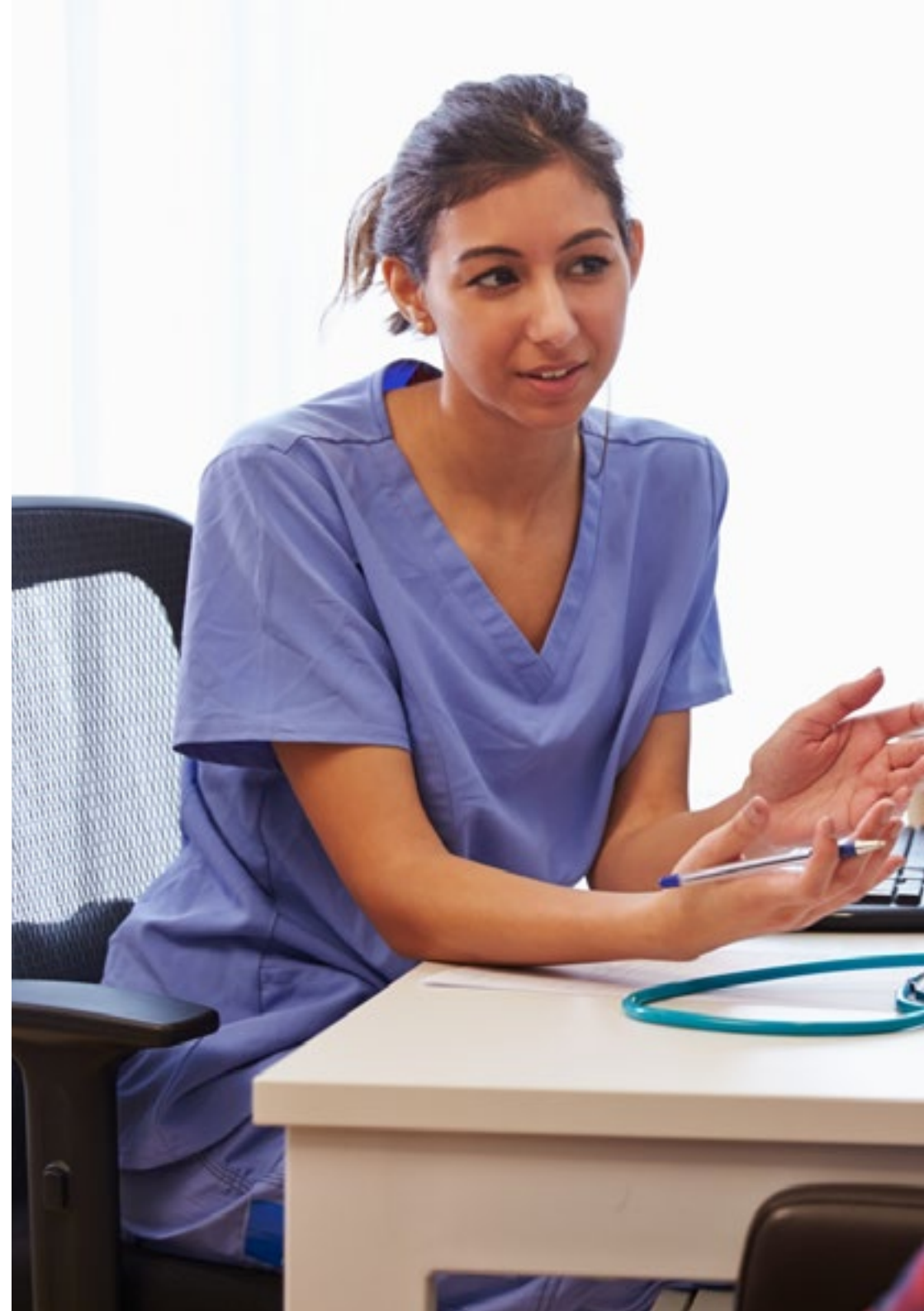
Teachers

Ms. Cunillera Llorente, Alicia Hatshepsut

- ♦ Specialist Nurse in Mental Health
- ♦ Nurse in the Short-Stay Psychiatric Unit at the Gregorio Marañón University General Hospital, Madrid
- ♦ Nurse in the Eating Disorder Unit at the Gregorio Marañón University General Hospital, Madrid
- ♦ Nurse from the Personality Disorders Unit at the PhD 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 of in Hospitalization at the Ruber Juan Bravo Hospital Complex
- ♦ Nurse Mental Health Specialist at Sisters Hospitals of the Sacred Heart of Jesus
- ♦ Nursing Supervisor of the Psychosocial Rehabilitation Area at the San Miguel Clinic
- ♦ Author of numerous Specialized publications
- ♦ Diploma in Nursing from the Autonomous University of Madrid
- ♦ Diploma in Nursing by EUE Red Cross
- ♦ Postgraduate Diploma Degree in Health Services Management through the University CEU Cardenal Herrera
- ♦ Member of: Board of Directors of the Spanish Mental Health Nursing Association and Care Advisory Committee of the Regional Office of the Community of Madrid





Ms. González Palomar, María Esther

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

“

A unique, essential and decisive learning experience to boost your professional development"

07 Certificate

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



“

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

This private qualification will allow you to obtain **Master's Degree in Mental Health 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** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

TECH is a member of the **National League for Nursing (NLN)**, the world's oldest and largest nursing association, serving as an international benchmark for hospitals, research centers, and universities. As a member, TECH provides students with numerous opportunities for growth through educational materials, connections with healthcare leaders, and internships that will enhance their professional experience.

TECH is a member of:

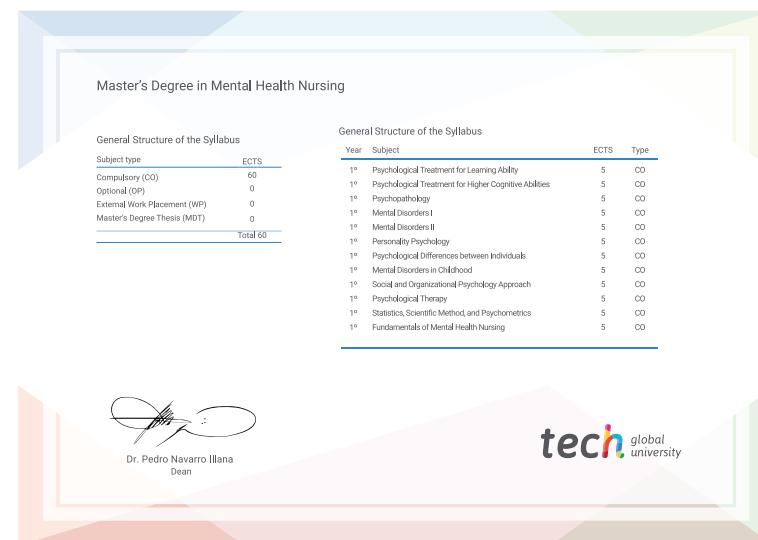


Title: **Master's Degree in Mental Health Nursing**

Modality: **online**

Duration: **12 months.**

Accreditation: **60 ECTS**





Master's Degree Mental Health Nursing

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

Master's Degree Mental Health Nursing

TECH is a member of:

A photograph of a male nurse in a blue striped shirt sitting on a couch, talking to a male patient in a white hospital gown. The nurse is holding a clipboard and pen. The image is split diagonally, with the top-left half being white and the bottom-right half being a light blue/grey.

tech global
university