Master's Degree
Mental Health Nursing

tech technological university

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Master's Degree
Mental Health Nursing

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

Website: **www.techtitute.com/in/nursing/professional-master-degree/master-mental-health-nursing**

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01

Introduction

Mental health problems have been on the rise in the last decade due to, among other factors, socioeconomic uncertainty, high job competition, stress or anxiety. Nursing professionals, who have first-hand knowledge of this situation, have to deal with patients suffering from different psychological pathologies in their daily work, whether in hospitals or at home. The progress made in the diagnosis and approach to these types of psychic illnesses makes it necessary to continuously update our knowledge. In response to the existing demand in the field, this 100% online program was created, in which students will be able to study the different types of disorders and therapies that are currently applied.

Thanks to this Professional Master's Degree, you will be able to update your knowledge on the approach to patients with disorders and psychopathologies"

At present, the number of people at high risk of suicide, depression or post-traumatic stress disorder has increased, due to multiple social factors that have activated different mental disorders affecting both young people and adults. The pressure on medical services in Mental Health is becoming increasingly more demanding and forces professionals, including nurses, to keep abreast of the latest techniques used in both the diagnosis and management of patients with mental health problems.

Nursing professionals work together with a broad health and social care team, given the complexity in managing patients that suffer from different types of disorders. This type of teamwork requires continuous updating on the different types of diagnoses, treatments and therapies being applied, and at the same time encourages professionals to expand their knowledge. This program is aimed at students who wish to be up to date in the field of mental health, through content developed by specialists with experience in the area.

An intensive yet flexible program, which will allow students to study mental disorders in childhood, social psychological approaches, as well as the evolution of different existing therapies, in depth. This will be possible thanks to the multimedia content developed by the teaching team, and based on video summaries, detailed videos, clinical cases and specialized readings.

A 100% online Professional Master's Degree that allows nurses to study in a convenient way, wherever and whenever they want. All they will need to start updating their knowledge is an electronic device with Internet access. Without attendance or fixed schedules, professionals in the program have an excellent opportunity to broaden their knowledge, while being able to combine their studies with other responsibilities.

This **Professional Master´s s Degree in Mental Health Nursing** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- Practical cases presented by experts in Mental Nursing and Health
- Graphic, schematic, and practical contents created to provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

A program which will help you broaden your knowledge of psychometrics and the validity of the results obtained"

A university education through which you will be able to look into psychoanalysis, psychodynamically oriented and group therapies, in depth and in a convenient way"

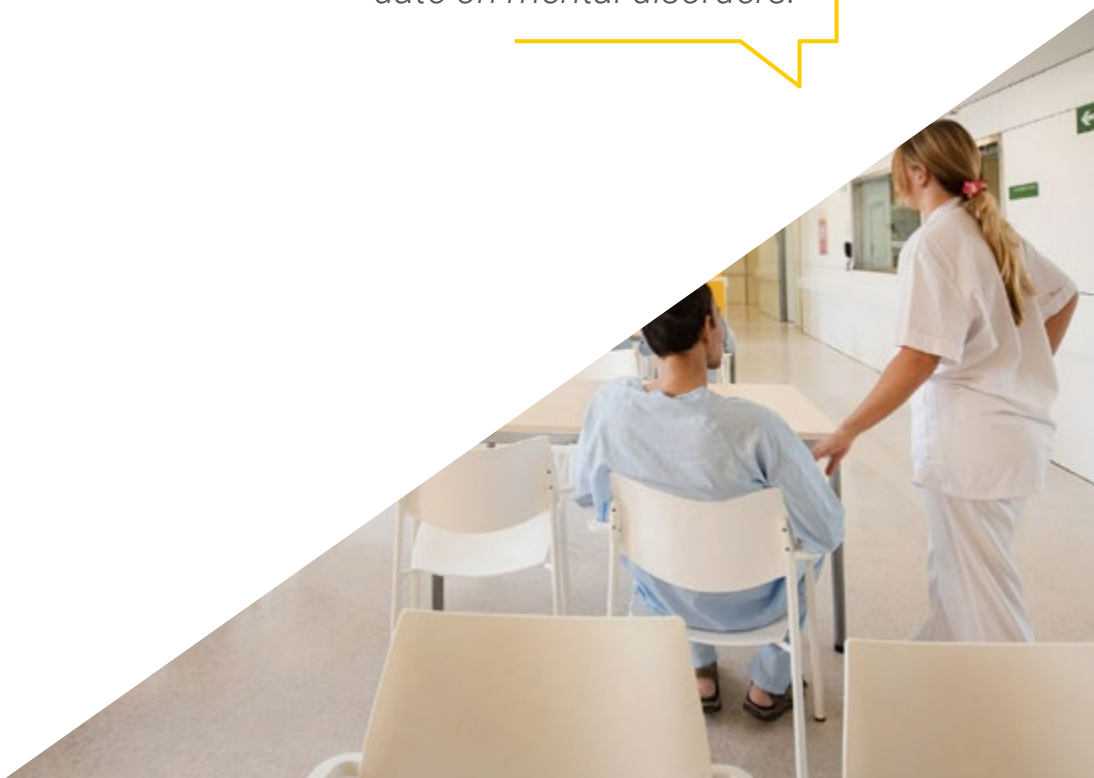
The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersion training 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 student will be assisted by an innovative interactive video system created by renowned and experienced experts.

This Professional Master's Degree is ideal for professionals who want a quality education that is compatible with their job responsibilities.

Specialized lectures, video summaries and detailed videos are part of the study material that will allow you to be up to date on mental disorders.



02

Objectives

The exhaustive content of this Professional Master's Degree aims to update professionals' knowledge in Mental Health. In this way, students will cover the main techniques used in the care of patients with mental disorders in depth, as well as the different pathologies that currently affect the child and adult populations.

This program gives you the update in Mental Health you were looking for"

General Objectives

- Explain diagnosis, etiology, pathophysiology, and prevention in mental illness
- Identify risk factors for mental illness
- Identify signs and symptoms that indicate mental illness
- Develop techniques to explain and apply patient self-care to prevent mental health disorders

This program gives you the update in Mental Health you were looking for"

Specific Objectives

Module 1. Psychological Treatment for Learning Ability

- Explain instrumental conditioning and its relation to learning
- Explain what reinforcement consists of in instrumental conditioning
- Explain 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
- Explain the effects of observational learning
- Define stimulus control in relation to learning

Module 2. Psychological Treatment for Higher Cognitive Abilities

- Psychological Treatment for Attention Span
- Explain attention and filter models
- Describe resource-limited models
- Describe automatic and controlled processes in relation to attention
- Explain the psychology of emotion
- Describe the importance of positive and negative emotions
- Identify the expression and regulation of emotions
- Manage strategies to identify and deal with stress
- Describe the historical evolution of attention to language from a psychological perspective
- Explain the relationship of language ability and learning
- Define memory structures
- Explain short-term memory as working memory
- Describe the different memory processes
- Explain the concepts of propositional representations and mental imagery
- Explain new approaches to memory
- Define the fundamental concepts of motivation
- Explain the neurophysiological basis of motivation
- Describe the relationship between thinking ability and learning
- Explain the different types of reasoning
- Explain problem solving and decision-making
- Explain the relationship of perceptual ability and learning

Module 3. Psychopathology

- Define the different models in psychopathology
- Establish the different classification systems in psychopathology
- Explain research methods in psychopathology
- Define the psychopathology of consciousness
- Explain the psychopathology of attention and orientation
- Describe the psychopathology of sensoperception
- Classify perceptual disorders
- Explain the psychopathology of memory
- Explain the psychopathology of thinking
- Define formal thought disorders

- Define content disorders of thinking
- Explain the approach to childhood dysphasia
- Explain the approach to childhood dyslalia Simple Speech and Language Delay
- Define the components and appropriate exploration of affectivity
- Identify affective disorders
- Explain the different psychomotor disorders

Module 4. Mental Disorders (I)

- Explain the different mental disorders with an organic cause, and psychotic disorders
- Explain the different mood disorders
- Explain the different anxiety disorders
- Describe obsessive-compulsive disorders
- Define stress disorder and its health implications
- Explain the different somatoform disorders
- Explain the different factitious disorders
- Define dissociative disorders and their health impact
- Explain the different psychosomatic disorders
- Define explanatory models for eating disorders
- Classify the different sexual and sexual identity disorders

Module 5. Mental Disorders (II)

- Explain the different sleep disorders
- Define the main characteristics of impulse control disorders
- Explain the epidemiology and prevalence of adaptive disorders
- Define the characteristics of personality disorders
- Explain criteria for the different personality disorders
- Define general aspects of treatment in the management of different personality disorders
- Explain the theoretical models of personality psychology
- Describe the different biological theories of personality

Module 6. Personality Psychology

- Define the implications of psychoanalytic theory for psychopathology
- Explain Rogers' phenomenological theory
- Define Kelly's Theory of Personal Constructs
- Explain Allport's Personality Theory
- Define Catell's Theory
- Explain Eysenck's Personality Theory
- Describe theories based on social learning
- Define the concept of emotional intelligence
- Describe identity from the cognitive and social perspectives

Module 7. Psychological Differences between Individuals

- Describe the characteristics of differential psychology
- Define interindividual differences: intelligence, creativity and personality
- Explain different psychological styles, cognitive styles and their relationship to anxiety
- Define intragroup differences: age, gender, race and social class
- Explain Intellectual Disability in childhood

Module 8. Childhood Mental Disorders

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

Module 9. Social and Organizational Psychology Approach

- Define intervention techniques based on activation control
- Define the perspectives of social psychology
- Explain social cognition and attribution processes
- Define the structural characteristics and functions of attitudes
- Explain 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
- Describe psychoanalysis and psychodynamically oriented therapies
- Explain family therapies and systemic models

Module 11. Statistics, Scientific Method, Psychometrics

- Define and control psychological variables
- Define 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 Nursing
- Explain the Nursing Care Process in people with mental disorders
- Apply NANDA, NOC, NIC taxonomies

Access the latest content on family therapies and systemic models from your computer and whenever you want"

03

Skills

Simulation of clinical cases provided by an expert faculty, will facilitate the expansion of abilities and skills of the students who take this program. At the end of this online program, nursing professionals will have enhanced their skills for comprehensive management of patients with mental disorders, communication with patients and their families, and identification of different mental illnesses.

A 100% online program, with which you will be able to study management of Mental Health patients in depth"

General Skills

- Develop critical and self-critical capacity, by forming judgments based on criteria, knowledge provided or personal reflections
- Ability to adapt to new situations
- Ability to generate new ideas (creativity)
- Problem-solving
- Decision-making
- Teamwork
- Develop 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 recommend appropriate nursing care according to type of pathology diagnosed
- Know how to promote self-care in patients with mental health disorders
- Manage patients with mental health disorders who arrive at the emergency section
- Describe possible treatments that are applicable to persons with mental health disorders
- Manage the care required by patients with mental health-related problems
- Address an integral management of patients that includes their mental health
- Identify the most prevalent mental health problems, and select appropriate health improvement recommendations in each case
- Know how to address complications that may occur in patients with mental health problems
- Perform nursing care techniques and procedures while establishing a therapeutic relationship with patients and their families
- Manage high-risk suicide patients and those with 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 to and communicate with patients and their caregivers
- Manage and know how to use nursing methodology in patients with mental health disorders
- Discuss the psychosocial aspect in palliative care for patients at the end of life, during the dying process and during bereavement
- Learn how to manage different research methodologies in care
- Know how to implement techniques in order to carry out individual research work, develop a care plan, or elaborate a clinical practice guide in relation to mental illness

"The best specialists will show you the most recent techniques, so that you can act appropriately with high-risk suicide patients"

04

Course Management

TECH rigorously selects the entire professional teaching faculty for all of its programs. This way, it can ensure students a quality education that responds to their demand for up-to-date knowledge. In this Professional Master's Degree, nursing professionals have at their disposal a faculty with extensive experience in this area of healthcare, as well as in Mental Health. A teaching staff that students can count on to resolve any doubts they may have about the program's contents, and this throughout the 12 months of the specialization.

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

Management

Ms. Peña Granger, Mercedes

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

Lozano Alonso, Raúl

- Specialist Nurse in Mental Health via EIR entrance exams
- Master's Degree in Nursing Sciences
- President of the Madrid Association of Mental Health Nurses
- Professor at the University School of Nursing of the Red Cross, Autonomous University of Madrid
- Diploma in Nursing

Professors

Ms. Cunillera Llorente, Alicia H

- Degree in Nursing from Comillas Pontifical University
- Resident Nurse Intern (RNI) in Mental Health at the Gregorio Marañón University General Hospital
- Nurse in the Psychiatric Hospitalization Unit (PHU) and Eating Disorders Unit (EDU) at the Gregorio Marañón General University Hospital
- Nurse in the Personality Disorders Unit at the Dr. Rodríguez Lafora Hospital
- Nurse in the Psychiatric Hospitalization Unit (PHU) - Adolescent Psychiatry Unit (Hospitalization - UADO), Gregorio Marañón University General Hospital

Ms. Borrego Espárrago, María Victoria

- Mental Health Nurse at Clínica San Miguel
- Supervising Nurse Assistant at Clínica San Miguel. Madrid
- Mental Health Specialist via EIR entrance exams the José Germain Psychiatric Institute (Leganés)
- Postgraduate Certificate in Nursing by Red Cross EUE, UAM
- On Board of Directors of the Spanish Association of Mental Health Nursing
- Member of the Care Advisory Commission, Regional Office of the Community of Madrid

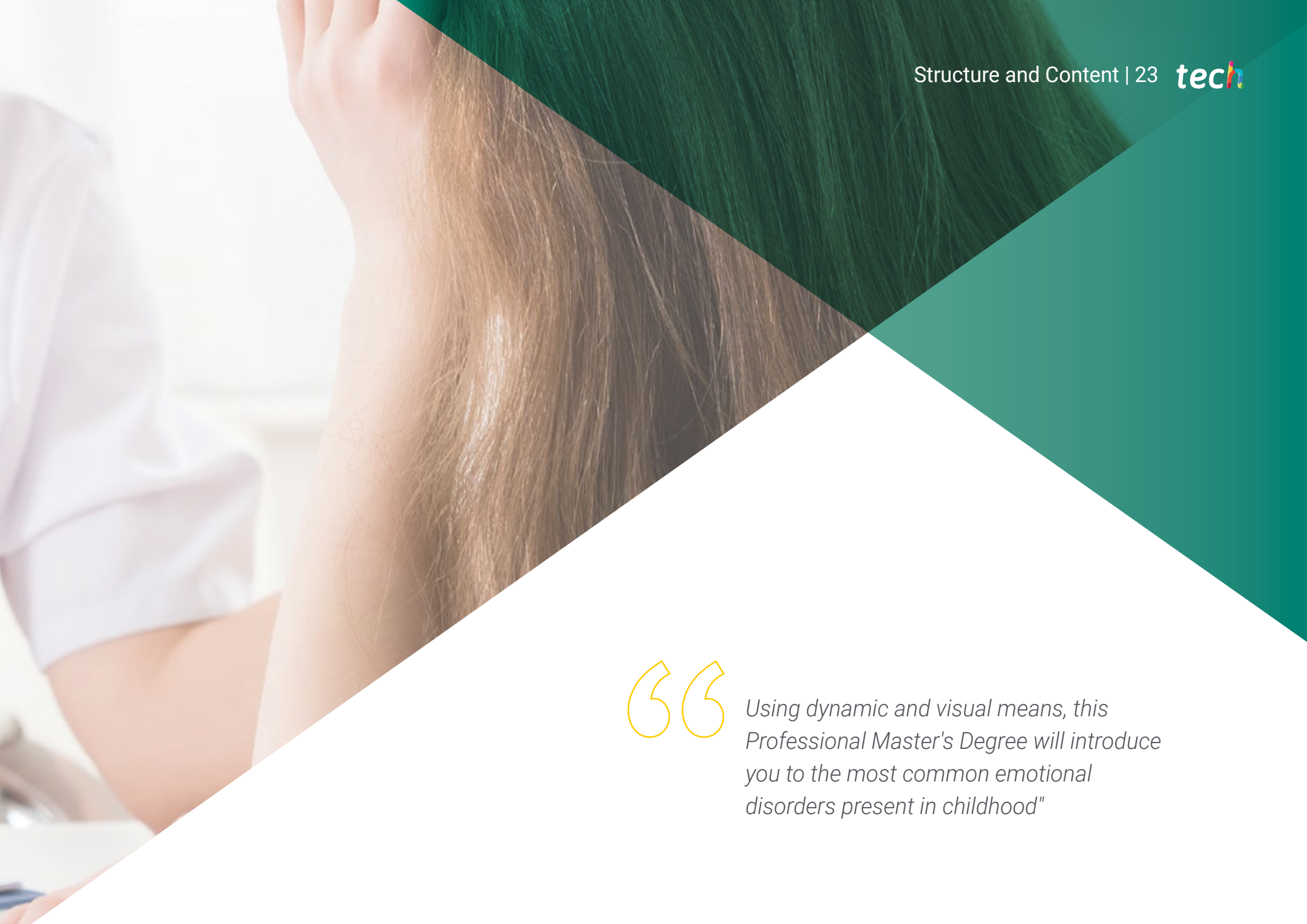
Ms. González Palomar, María Esther

- Specialist in Mental Health Nursing
- Head of the Adolescent Psychiatric Nursing Unit Gregorio Marañón General Hospital
- Diploma in Nursing at Universidad Complutense
- Diploma in Social Work at Complutense University
- DUE in ENT Surgery and Plastic Surgery at the Gregorio Marañón University General Hospital
- DUE in Coronary Care Unit, Gregorio Marañón University General Hospital
- DUE in Psychiatry, Gregorio Marañón University General Hospital

05

Structure and Content

Professionals in this program will, throughout the 12 modules that make up this Professional Master's Degree, carry out in-depth studies in psychological care, different mental disorders and approaches to patients, all from a nursing perspective. The Relearningsystem used by TECH in all its programs facilitates student progress during the specialization, and allows for fewer hours of study when compared to other methodologies. A 100% online education with 24/7 access to the syllabus



Using dynamic and visual means, this Professional Master's Degree will introduce you to the most common emotional disorders present in childhood"

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. 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 Treatment of Language Capacity
- 2.3.1. Historical Evolution of Language Treatment from a Psychological Perspective
- 2.3.2. Introduction to the Psychology of Language
- 2.3.3. Understanding Language

2.4. Psychological Treatment for 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. Explain 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: Schemes
- 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. Illustration

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. Classificatory Systems in Psychopathology
- 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. Research Methods in Psychopathology
- 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. Psychopathology of Sense 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. 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. Mental Disorders with an Organic Cause 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. Progression
- 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. Progression
- 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. Progression
- 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. Menal 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. Münchausen 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 Disorder
- 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 Factor-Type Models
- 6.9.1. Five-Factor Models
- 6.9.2. Historical Development
- 6.9.3. Other Factor-Type Models

6.10. Theories Based on Social Learning
- 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, 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. Intergroup Differences: Age, Gender, Race, 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 Global 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. Childhood and Adolescent Health Psychology
- 8.5.3. Abuse and Neglect in Infancy and Childhood
- 8.5.4. Addictions in Childhood 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. 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 Neopsychoanalysts
- 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. Behavioral 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 Therapies
- 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, 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 Applicability

A program designed to keep you up to date on today's most effective therapies for patients with Mental Health disorders"

06

Methodology

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

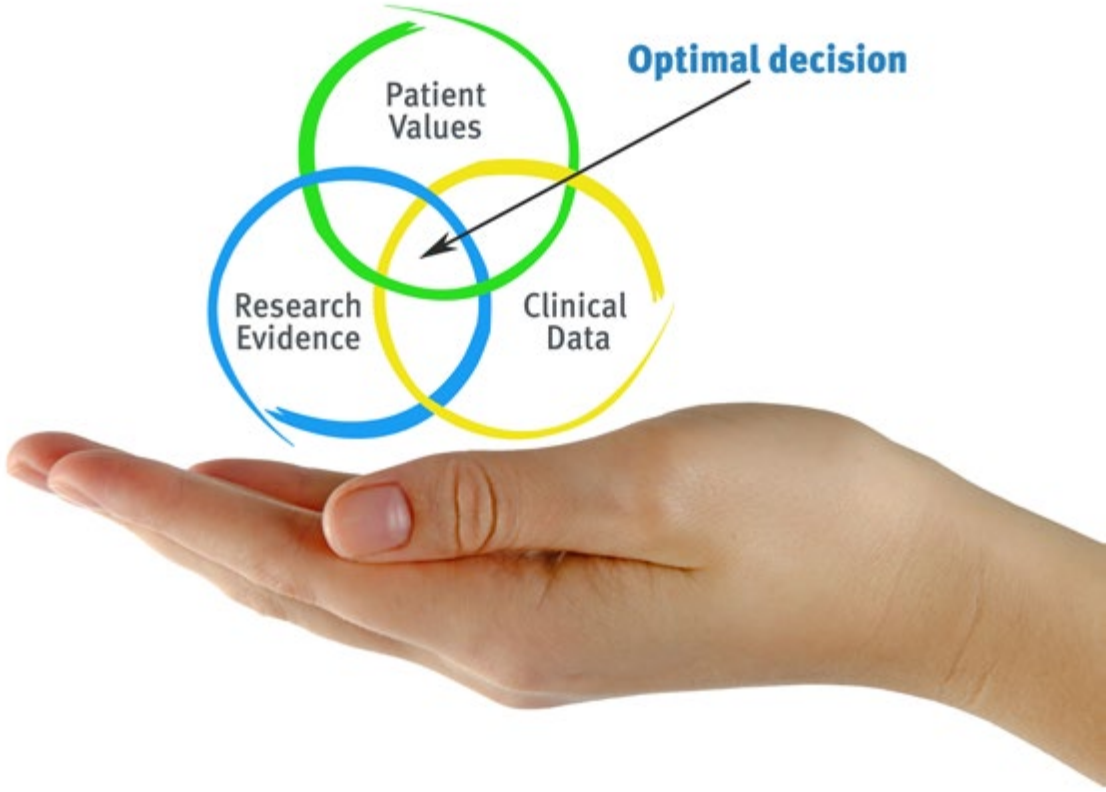
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH 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. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the 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:

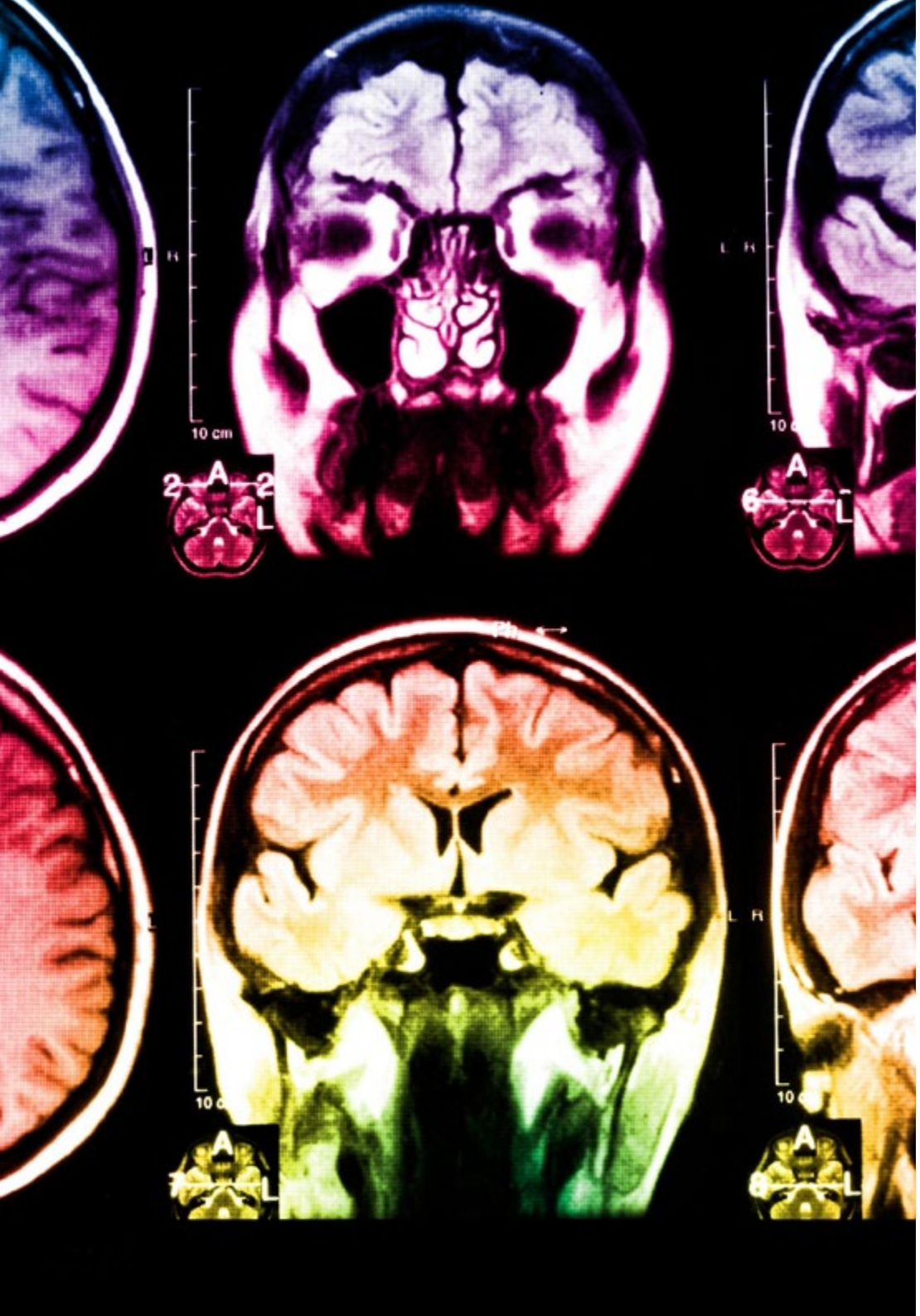
1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into 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 relearn). 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.

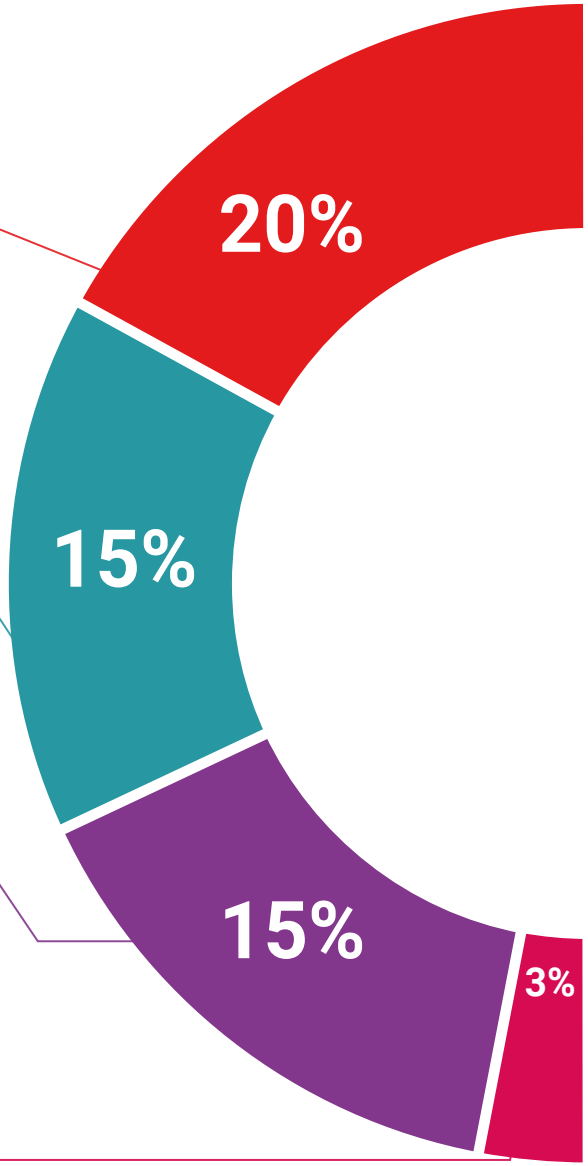
Interactive Summaries

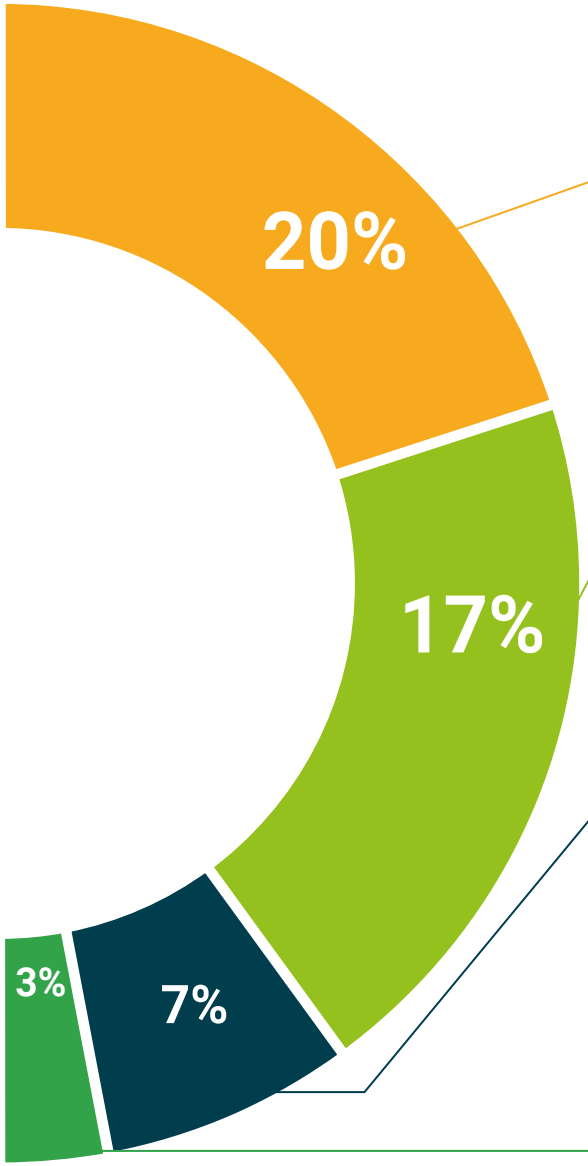
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

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

07

Certificate

The Professional Master's Degree in Mental Health Nursing guarantees you, in addition to the most rigorous and updated training, access to a Professional Master's Degree issued by TECH Technological University.

Successfully complete this program and receive your university degree without travel or laborious paperwork”

This **Professional Master´s Degree in Mental Health Nursing** contains the most complete and updated scientific program on the market.

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

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

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

Official Nº of hours: **1,500 h.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Mental Health Nursing

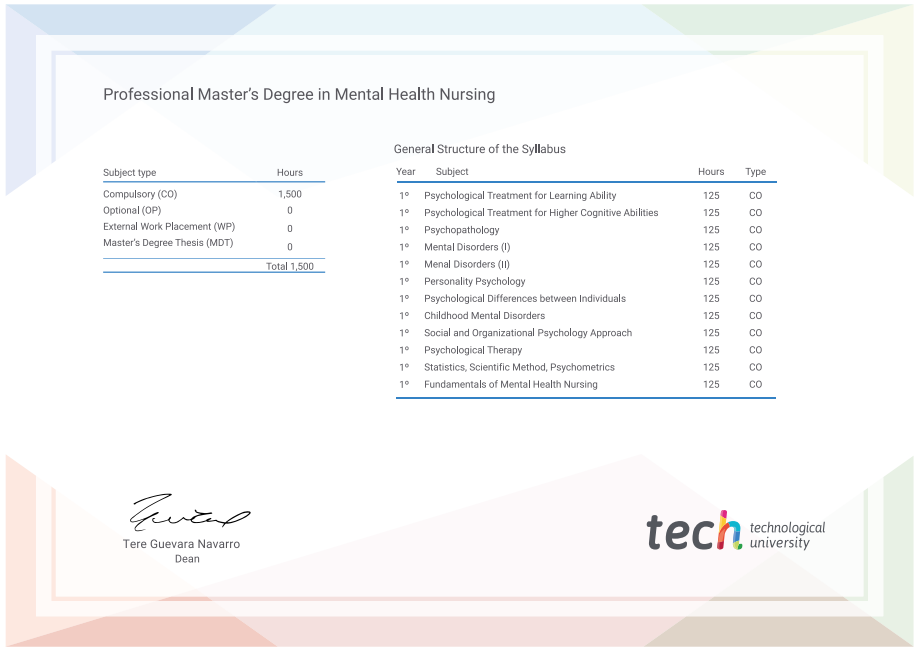
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Mental Health Nursing

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	Psychological Treatment for Learning Ability	125	CO
1º	Psychological Treatment for Higher Cognitive Abilities	125	CO
1º	Psychopathology	125	CO
1º	Mental Disorders (I)	125	CO
1º	Menal Disorders (II)	125	CO
1º	Personality Psychology	125	CO
1º	Psychological Differences between Individuals	125	CO
1º	Childhood Mental Disorders	125	CO
1º	Social and Organizational Psychology Approach	125	CO
1º	Psychological Therapy	125	CO
1º	Statistics, Scientific Method, Psychometrics	125	CO
1º	Fundamentals of Mental Health Nursing	125	CO

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

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Master's Degree
Mental Health Nursing

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

Master's Degree

Mental Health Nursing

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