

Master's Degree

Sexology for Nursing



Master's Degree Sexology for Nursing

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

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

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01

Introduction

Sexuality today has broken the barrier of taboo and traditional concepts to enter into the search for equality and new masculinities. However, there are still problems arising from sexually transmitted infections and the lack of public information on erotic difficulties. In this context, the role of the nursing professional is key, given their work in guidance, education and information on reproductive health, disease prevention and control or counseling in this area. In this way, this 100% online degree is born, which offers the most advanced and up-to-date content in Sexology, which will allow students to update their knowledge in just 12 months and together with the best specialists in this field.





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Get up-to-date on Sexology through this Master's Degree with a specialized teaching team that will guide you over the course of 12 months”

In recent decades there has been a transformation in the concept of sexuality and gender identity, as well as a greater opening towards sexual information and education from an early age. This is visible in clinical consultations, where nursing professionals have seen how much more frequently patients come for help with erotic difficulties, gender violence or fertility problems.

However, there is still a lack of communication to the public about the serious and harmful effects of sexually transmitted infections, prevention methods and available treatments. In this context, TECH has designed a Master's Degree in Sexology for Nursing that covers, from a theoretical-practical perspective, the most advanced and up-to-date content in this specialty.

A program that will lead the health care professional, over the course of 12 months, to delve into sexological counseling, the gender perspective, advances in assisted reproduction techniques and the creation of informative sex education programs. All this through high quality content complemented by video summaries of each topic, detailed videos, essential readings and case studies.

In addition, the professional will achieve an update without having to invest long hours of memorization, thanks to the Relearning method used by TECH, a system based on the reiteration of key content throughout the academic process that will facilitate the consolidation of concepts.

A Master's Degree 100% online, which is for the graduate an excellent opportunity to keep up-to-date on developments in the field of Sexology for Nursing, whenever and wherever they want. All you need is an electronic device with an Internet connection to access the syllabus of this program. Therefore, without attendance or fixed class schedules, professionals can self-manage their study time and make a quality university qualification compatible with their daily responsibilities.

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

- ♦ The development of case studies presented by experts in Psychology and Sexology
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



This academic option provides you with a multitude of tools and resources so that you can design effective sex education programs"

“ *You will be up to date with the new infertility diagnostic methods and assisted reproductive techniques currently in use”*

A program that offers you a renewed look at the gender perspective and the approach to gender-based violence.

A 100% online university qualification that adapts to you and makes it easy for you to self-manage your study time.

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

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

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



02 Objectives

The objective of this Proprietary Master's Degree is to provide the nursing professional with the most up-to-date information on Sexology from a biopsychosocial perspective. In order to achieve this goal successfully, TECH provides the most up-to-date content and the most innovative pedagogical resources. Therefore, students will obtain an effective up-to-date knowledge on counseling, sexological care, dissemination, new masculinities and gender perspective from the health field.



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You will be able to delve deeper into transsexuality and the most recent scientific studies that address the differences between gender and identity at your convenience”



General Objectives

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



Specific Objectives

Module 1. Sexology. Human Sexual Fact

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

Module 2. Conceptual, Historical and Dissemination Framework

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

Module 3. Sex Education

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

Module 4. Sexual and Reproductive Health

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

Module 5. Sexologist Consultation

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

Module 6. Erotic Difficulties

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

Module 7. Couples Therapy

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

Module 8. Equality and Gender Perspective

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

Module 9. Sexuality-Related Violence

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

Module 10. Masculinity and Sexuality

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



You will achieve an effective up-to-date knowledge in the sexual assistance to patients with functional diversity or severe mental disorders"

03 Skills

This Master's Degree allows the nursing professional not only to update their knowledge, but also to expand their skills for the care of patients with erotic difficulties or fertility problems. In addition, at the end of this program, they will have managed to enhance their skills to transfer information about STIs through programs implemented in the health field. All this, in addition to the accompaniment of an excellent team of professionals specialized in Sexology.





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The case studies developed by the teaching team will provide you with techniques that you can integrate into your daily performance to deal with fertility problems”



General Skills

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





Specific Skills

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



Enhance your skills to approach naturally the communication with the patient who presents erotic difficulties due to a vascular disease"

04

Course Management

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





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TECH has brought together in this program leading experts in the field of Sexology so that you can obtain the most relevant information from the best specialists”

International Guest Director

Dr. Paola Zamperini has a long career as a researcher and educator in the area of Gender and Sexuality. Furthermore, in her PhD she specialized in Chinese Literature and Women's and Gender Studies at the University of California at Berkeley. With this interdisciplinary approach, she maintains a keen interest in creating learning environments marked by feminist and Queer theory, while delving into Chinese and East Asian cultural traditions.

After joining the Department of Asian Languages and Cultures at Northwestern University, she has served as Associate Director of the Gender and Sexuality Program at Northwestern. As a professor, she has taught introductory courses on sexuality studies, sexual subjects and traditions of feminist thought. In the field of Asian cultures, she has focused on pre-modern Chinese literature, fashion theory and history, Buddhist literary cultures in East Asia, contemporary Chinese fiction, film and popular culture.

With her commitment to demonstrating the relevance of China studies to society and politics, Dr. Paola Zamperini has worked in Europe, developing intellectual and research connections with leading sinological centers. In this regard, she has collaborated as a mentor for undergraduate and graduate students at the Center for Asian and Transcultural Studies, which is considered the leading Asian studies center in Europe at the University of Heidelberg in Germany.

Also throughout her career she has written and published numerous books and articles on representations of prostitution, female suicide, fashion theory and history, and spiritual resonance. She has also related many of these topics to Chinese literature and culture.



Dr. Zamperini, Paola

- Associate Director of the Gender and Sexuality Program at Northwestern University, United States
- Director of the Department of Asian Languages and Culture, Northwestern University
- Associate Professor of Asian Languages and Civilizations at Amherst College
- Researcher and Mentor at the Center for Asian and Transcultural Studies at the University of Heidelberg, Germany
- Ph.D. in Chinese Literature and Women's and Gender Studies from the University of California at Berkeley
- Graduate in Chinese Language and Literature from Ca' Foscari University, Venice

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Thanks to TECH, you will be able to learn with the best professionals in the world”

Management



Ms. Ramos Escamilla, María

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

Professors

Ms. Gutiérrez Ramos, Pamela

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

Ms. Rodríguez Sastre, Laura

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

Mr. Coronilla Delgado, Eduardo

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



Mr. Lajud Alastrué, Iñaki

- ♦ Psychologist and Sexologist
- ♦ Co-founder of the Masculinidades Beta Association
- ♦ Psychologist at the Me Digo Sí Center
- ♦ Teacher of the Master's Degree in Gender Violence at the Official College of Psychology of Madrid

Ms. López Trenado, Esther

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

Ms. Figueredo García, Marien

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

Ms. Cilveti Lapeira, Margarita

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

05

Structure and Content

This Master's Degree in Sexology for Nursing, taught in a 100% online format, brings together the most advanced knowledge in this field from a multidisciplinary perspective. In this way, the nursing professional will obtain the latest information to address sexual difficulties from different fields such as Psychology, Biology, Physiotherapy and Communication. For this purpose, they will have access to innovative teaching material that can be easily accessed at any time of the day from any electronic device with an Internet connection.



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A syllabus aimed at offering you a multidisciplinary approach to sexology that can be directly applied to your nursing practice”

Module 1. Sexology. Human Sexual Fact

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

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

Module 2. Conceptual, Historical and Dissemination Framework

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

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

Module 3. Sex Education

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

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

Module 4. Sexual and Reproductive Health

- 4.1. Contextualization
 - 4.1.1. Definition
 - 4.1.2. Technical and Sociological Developments
 - 4.1.3. Assisted Reproductive Treatment and its Legal Context in Different Countries
- 4.2. HIV
 - 4.2.1. Historical Context
 - 4.2.2. Associated Stigma
 - 4.2.3. Current Treatments
 - 4.2.4. Positive Resources

- 4.3. Voluntary Termination of Pregnancy
 - 4.3.1. Definition
 - 4.3.2. Procedure
 - 4.3.3. Media Impact
 - 4.3.4. Physical, Emotional and Economic Consequences
- 4.4. Fertility: Ovaries and Uterus
 - 4.4.1. Gamete Formation
 - 4.4.2. Menstrual Cycle
 - 4.4.3. Classical Fertility Management Methods
 - 4.4.3.1. Symptothermal Method
 - 4.4.3.2. Cervical Mucus Recording
 - 4.4.3.3. Cervical Height Recording
 - 4.4.4. Testing of Individuals with Ovaries and/or Uterus
 - 4.4.5. Fertility in the Reaffirmation of Sexual Identity
- 4.5. Fertility: Testicles
 - 4.5.1. Gamete Formation
 - 4.5.2. Cycle of Sperm Formation/Regeneration
 - 4.5.3. Habits that Can Alter the Fertile Potential
 - 4.5.4. Testing of Individuals with Testicle
 - 4.5.5. Fertility in the Reaffirmation of Sexual Identity
- 4.6. Treatments in Assisted Reproduction I
 - 4.6.1. Directed Sexual Relationships (DSR)
 - 4.6.2. Artificial Insemination with the Partner's Sperm
 - 4.6.3. Artificial Insemination with Donor Sperm
- 4.7. Treatments in Assisted Reproduction II
 - 4.7.1. In Vitro Fertilization (IVF)
 - 4.7.2. Intracytoplasmic Sperm Microinjection (ICSI)
 - 4.7.3. Blastocyst Culture
 - 4.7.4. Preimplantation Genetic Diagnosis (PGD)
- 4.8. Sexological Support During the Search for Pregnancy
 - 4.8.1. Impact of the Assisted Reproduction Process on Erotic Desire
 - 4.8.2. Sexual Satisfaction with a Diagnosis of Infertility

- 4.9. Myths of Fertility
 - 4.9.1. Probability of Pregnancy
 - 4.9.2. Postures that Favor Pregnancy
 - 4.9.3. Orgasm and Fertility
 - 4.9.4. Efficacy of Fertility Techniques
 - 4.9.5. Ejaculatory Abstinence and Fertility
- 4.10. Sexual Health Promotion
 - 4.10.1. Difference between Prevention and Promotion
 - 4.10.2. Tools for the Promotion of Sexual Health

Module 5. Sexologist Consultation

- 5.1. Basic Assumptions
 - 5.1.1. Objectives of Sex Therapy
 - 5.1.2. Therapeutic Framework
 - 5.1.3. General Intervention Phases
- 5.2. Deontological Aspects
 - 5.2.1. Basic Principles
 - 5.2.2. Deontology in Sexology
 - 5.2.3. Deontology of Each Profession
- 5.3. Sexological Counseling
 - 5.3.1. Special Characteristics
 - 5.3.2. Frequently Asked Questions
- 5.4. Therapist Skills
 - 5.4.1. Skills
 - 5.4.2. Active Listening
 - 5.4.3. Self-Knowledge
 - 5.4.4. Good Practices
- 5.5. Therapist Self-Care
 - 5.5.1. Burn Out Risk
 - 5.5.2. Importance of the Therapist's Psychological Adjustment
 - 5.5.3. Taking Care of the Energy

- 5.6. Therapeutic Alliance
 - 5.6.1. Importance
 - 5.6.2. Characteristics of the Therapeutic Relationship
 - 5.6.3. Different Approaches to the Therapeutic Alliance
- 5.7. Specific Characteristics of Couples Therapy and Sex Therapy
 - 5.7.1. Vivential Environment
 - 5.7.2. Habitual Resistance to Therapy
- 5.8. Characteristics for a Good Prognosis
 - 5.8.1. Safety Within the Therapeutic System
 - 5.8.2. Engagement in the Therapeutic Process
 - 5.8.3. Emotional Connection with the Therapist
- 5.9. Issues to be Addressed
 - 5.9.1. Perception of the Own Body
 - 5.9.2. Self-concept
 - 5.9.3. Self-esteem
- 5.10. Online Consultation
 - 5.10.1. Advantages and Disadvantages
 - 5.10.2. Demonstrated Efficacy
 - 5.10.3. Optimal Conditions for Online Consultation

Module 6. Erotic Difficulties

- 6.1. Human Sexual Response
 - 6.1.1. Explanatory Models
 - 6.1.2. Desire
 - 6.1.3. Arousal
 - 6.1.4. Orgasm
 - 6.1.5. Resolution
- 6.2. Desire Difficulties
 - 6.2.1. Definition
 - 6.2.2. Etiology
 - 6.2.3. Intervention Proposal

- 6.3. Arousal Difficulty
 - 6.3.1. Definition
 - 6.3.2. Etiology
 - 6.3.3. Intervention Proposal
- 6.4. Difficulty in Maintaining Erection
 - 6.4.1. Definition
 - 6.4.2. Etiology
 - 6.4.3. Intervention Proposal
- 6.5. Difficulty in Ejaculatory Control
 - 6.5.1. Definition
 - 6.5.2. Etiology
 - 6.5.3. Intervention Proposal
- 6.6. Difficulty Reaching Orgasm
 - 6.6.1. Definition
 - 6.6.2. Etiology
 - 6.6.3. Intervention Proposal
- 6.7. Difficulties Related to Pain
 - 6.7.1. Definition
 - 6.7.2. Etiology
 - 6.7.3. Intervention Proposal
- 6.8. Inability to Penetrate
 - 6.8.1. Definition
 - 6.8.2. Etiology
 - 6.8.3. Intervention Proposal

- 6.9. Difficulties Related to Some Medical Conditions
 - 6.9.1. Endometriosis and Adenomyosis
 - 6.9.2. Fibromyalgia
 - 6.9.3. Diabetes
 - 6.9.4. Cancer Treatments
 - 6.9.5. Hemorrhoids
 - 6.9.6. Skin Disorders
 - 6.9.7. Surgeries
- 6.10. Interdisciplinary Intervention in Sexology
 - 6.10.1. Multidisciplinary Work vs. Interdisciplinary
 - 6.10.2. Importance of Interdisciplinary Work
 - 6.10.3. Related Professionals

Module 7. Couples Therapy

- 7.1. Development of Couple Relationships
 - 7.1.1. Defining Elements
 - 7.1.2. Structure of the Couple
- 7.2. Evolution of Couples Relationships
 - 7.2.1. Search and Attraction
 - 7.2.2. Falling in Love
 - 7.2.3. Love
 - 7.2.4. Relationship Milestones
- 7.3. Attachment and Couples Relationships
 - 7.3.1. Attachment System Formation
 - 7.3.2. Secure Attachment
 - 7.3.3. Anxious Attachment
 - 7.3.4. Avoidant Attachment
- 7.4. Couples Therapy
 - 7.4.1. Features
 - 7.4.2. Indications and Contraindications for Couples Therapy
 - 7.4.3. Basic Principles
 - 7.4.4. Aspects to be Considered



- 7.5. Structure of Couples Therapy
 - 7.5.1. Different Approaches
 - 7.5.2. Initial Interviews
 - 7.5.3. Establishment of Hypotheses and Return
 - 7.5.4. Intervention
 - 7.5.5. Follow-up and Contract Creation
- 7.6. Some Tools in Couples Therapy
 - 7.6.1. Myths of Romantic Love
 - 7.6.2. Positive Exchanges
 - 7.6.3. Leisure Time Management
- 7.7. Conflict Management in Couples
 - 7.7.1. Introduction to Conflict Theory
 - 7.7.2. Factors that Influence Couple Conflict
 - 7.7.3. Defence Mechanisms
 - 7.7.4. Identification of Couples' Problems
 - 7.7.5. Negotiation Strategies
- 7.8. Infidelity
 - 7.8.1. Definition
 - 7.8.2. Etiology and Epidemiology
 - 7.8.3. Myths and Realities in Infidelity
 - 7.8.4. Specific Aspects to Assess and Work on
 - 7.8.5. Ethical and Deontological Implications
- 7.9. Jealousy Management
 - 7.9.1. Definition
 - 7.9.2. Differences Between Jealousy as an Emotion and Celotipia
 - 7.9.3. Specific Aspects to Assess and Work on
- 7.10. Couple's Breakup
 - 7.10.1. Accompanying the Breakup Process
 - 7.10.2. Reactions to the Breakup
 - 7.10.3. Love Mourning
 - 7.10.4. Traumatic Breakup
 - 7.10.5. Legal Proceedings

Module 8. Equality and Gender Perspective

- 8.1. Gender Perspectives
 - 8.1.1. Brief Review Differences Sex vs. Gender
 - 8.1.2. Patriarchy
- 8.2. Why it is Necessary?
 - 8.2.1. Social Differences Boys/Girls
 - 8.2.2. The Social Context
 - 8.2.3. Wage Gap
 - 8.2.4. Orgasmic Gap
- 8.3. When it Arises
 - 8.3.1. Historical Context
 - 8.3.2. Background
 - 8.3.3. UN Declaration
- 8.4. Differences in Concepts and Relationship Between Them
 - 8.4.1. Equality
 - 8.4.2. Gender Perspectives
 - 8.4.3. Feminism
- 8.5. The Sex-Gender System as a Socio-Cultural Construction
 - 8.5.1. Traditional Male/Female Roles
 - 8.5.2. Different Views from Feminism
 - 8.5.3. Analysis of the Sex-Gender System in Different Social Models
- 8.6. Current Educational Models: Coeducation
 - 8.6.1. Conceptualization
 - 8.6.2. Mental Workload and its Consequences
 - 8.6.3. Resources to Promote Coeducation
- 8.7. Dissemination and Gender Perspective
 - 8.7.1. Resources for Use in the Media
 - 8.7.2. Resources for Use in the Classroom
- 8.8. How to Work with the Gender Perspective
 - 8.8.1. Childhood
 - 8.8.2. Adolescence
 - 8.8.3. Adulthood
 - 8.8.4. Old Age

- 8.9. Gender-Based Violence
 - 8.9.1. Types of Violence
 - 8.9.2. Intervention and Approach to the Different Types of Violence
 - 8.9.3. Background Cultural Context
- 8.10. Gender Perspective in the Healthcare Field
 - 8.10.1. Overmedicalization of Women
 - 8.10.2. More Efficient Health Resources
 - 8.10.3. Guidelines for Healthcare Personnel

Module 9. Sexuality-Related Violence

- 9.1. Approach to Child Sexual Abuse
 - 9.1.1. Relationship Between Love, Power and Violence
 - 9.1.2. Maltreatment and Well Treatment in Childhood
 - 9.1.3. Child Protection Systems
- 9.2. Conceptualization of Child Sexual Abuse
 - 9.2.1. Criteria
 - 9.2.2. Types of Child Sexual Abuse
- 9.3. Prevention of Child Sexual Abuse
 - 9.3.1. Key Messages
 - 9.3.2. Types of Prevention
 - 9.3.3. Risk and Protective Factors
 - 9.3.4. Proposed Programs
- 9.4. Intervention in Child Sexual Abuse
 - 9.4.1. Phases of the Intervention Process
 - 9.4.2. Basic Principles
 - 9.4.3. Professional Competencies
 - 9.4.4. Consequences of Child Sexual Abuse
- 9.5. Characteristics of Child Sexual Abuse Intervention
 - 9.5.1. Procedure and Criteria
 - 9.5.2. Agents Involved in the Intervention
 - 9.5.3. General Aspects to be Addressed

- 9.6. LGBTIQAP+ in the World
 - 9.6.1. Homosexual Marriage and Homoparental Adoption
 - 9.6.2. Types of LGBTIQAP+ Human Rights Abuses
 - 9.6.3. LGBTIQAP+ Friendly Places and Safe Spaces
 - 9.6.4. Forms of LGBTIQAP+ Phobia
 - 9.6.4.1. Forms of LGBTIQAP+ Phobia
 - 9.6.4.2. Help Resources
- 9.7. Intragender Violence
 - 9.7.1. Background Cultural Context
 - 9.7.2. Legislation
 - 9.7.3. Intervention and Approach
- 9.8. Bullying for Sexual Diversity Reasons
 - 9.8.1. What Is It?
 - 9.8.2. Profile of the Aggressor and the Victim
 - 9.8.3. Frequency and Type of School Bullying
 - 9.8.4. Consequences
- 9.9. LGBTIQAP+ Affirmative Psychology
 - 9.9.1. Intervention with Families
 - 9.9.2. Integral Intervention from the Socio-sanitary and Psychosocial Sphere
 - 9.9.3. Intervention with LGBTIQAP+ Elderly People
- 9.10. Education in Sexual Diversity in the Classroom
 - 9.10.1. Referents and Absences
 - 9.10.2. Educational Activities and Resources

Module 10. Masculinity and Sexuality

- 10.1. Contextualization of Male Socialization
 - 10.1.1. Hegemonic Masculinity and Complicit Masculinities
 - 10.1.2. Masculinity and Patriarchy
- 10.2. Masculinity Box
 - 10.2.1. What Is It? Associated Values, Mandates and Beliefs
- 10.3. Risk of Masculinity
 - 10.3.1. Risks to Men Themselves
 - 10.3.2. Risks to Society. Violence

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



TECH gives you the opportunity to delve into the new masculinities and reflect on the hegemonic models"

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 re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

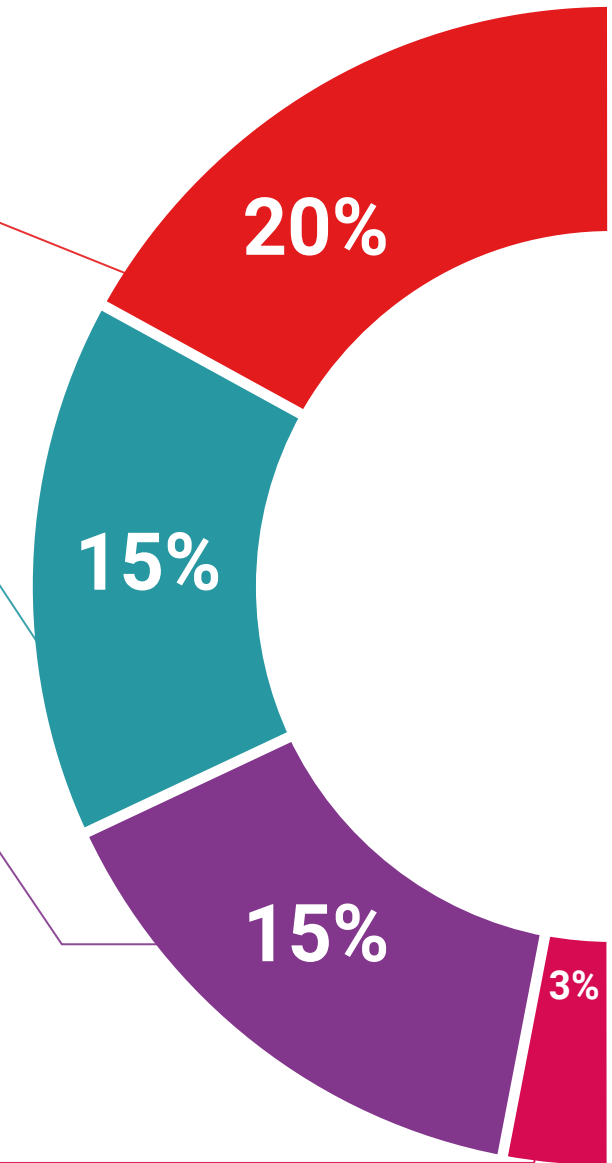
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

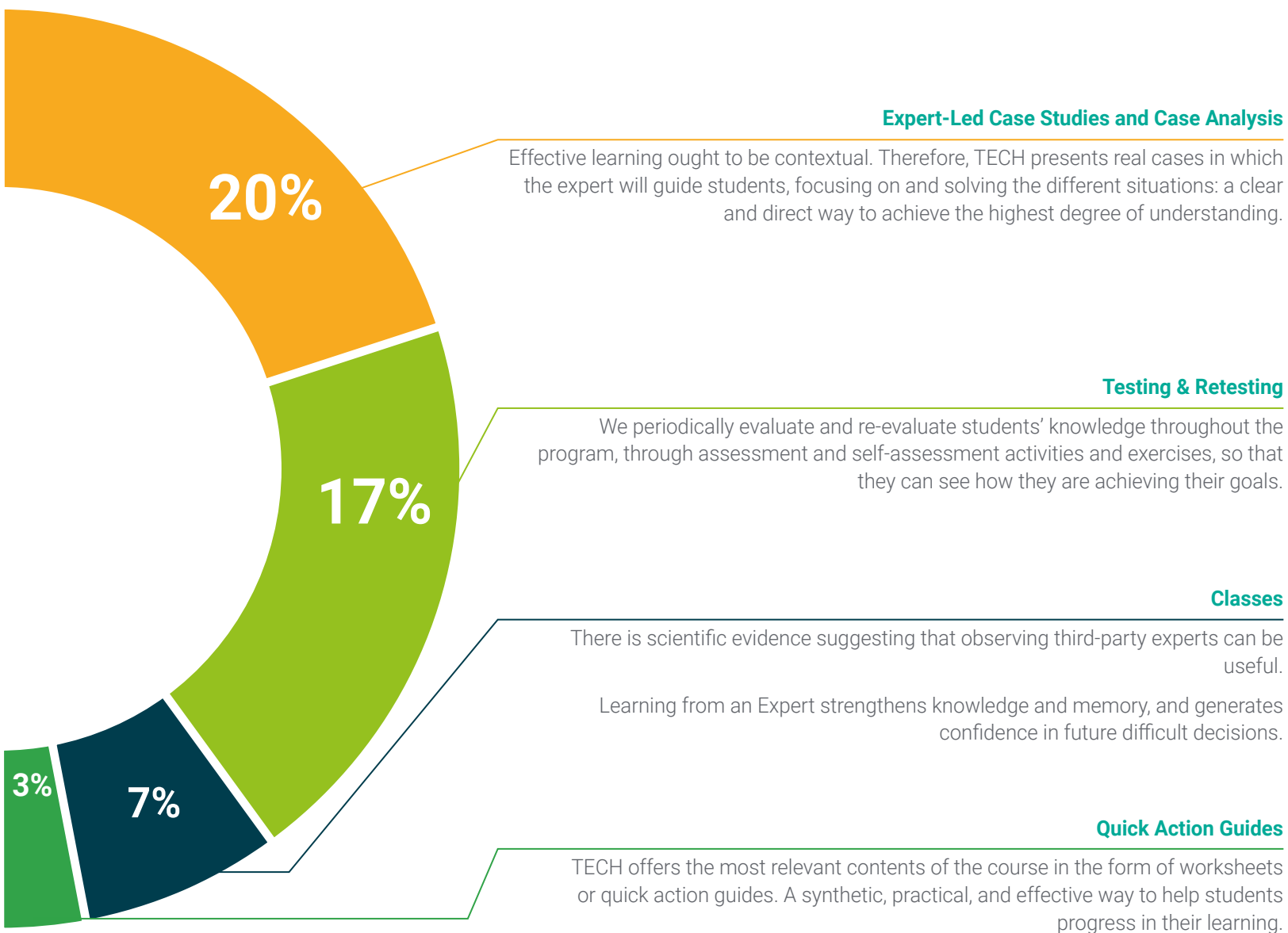
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





07 Certificate

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



“

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

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

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

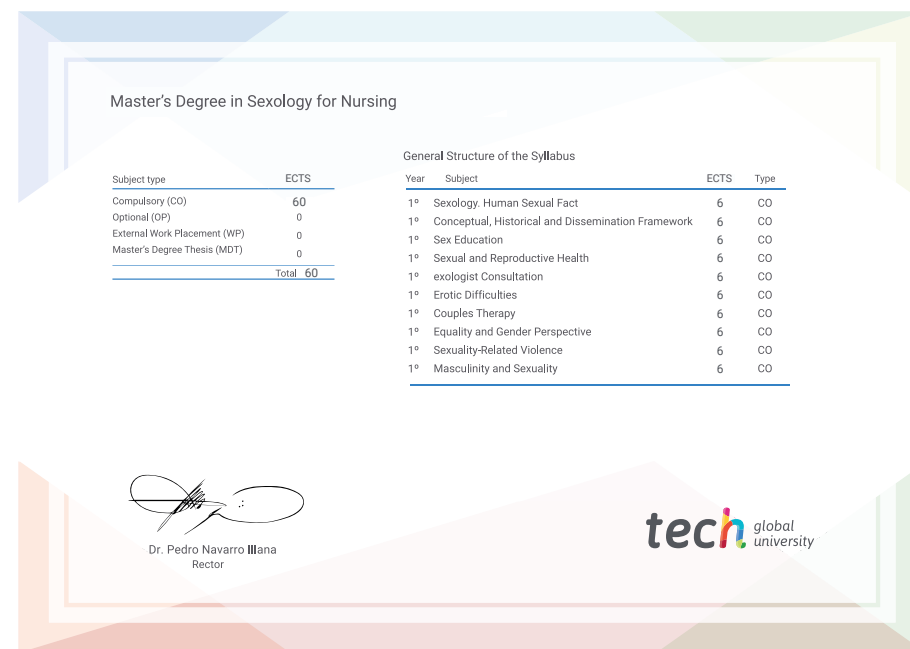
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Sexology for Nursing**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree Sexology for Nursing

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

Master's Degree

Sexology for Nursing