

# Advanced Master's Degree Family Therapy and Emotional Wellness



## Advanced Master's Degree Family Therapy and Emotional Wellness

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/psychology/advanced-master-degree/advanced-master-degree-family-therapy-emotional-wellness](http://www.techtute.com/us/psychology/advanced-master-degree/advanced-master-degree-family-therapy-emotional-wellness)

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01

# Introduction

Achieve an appropriate emotional wellness is extremely important to avoid certain pathologies, since emotions influence our state of mind and, therefore, can favor certain disorders. The family plays a decisive role in helping emotional wellness. Therefore, it should be taken into account that the protective effect of family relationships has traditionally been highlighted in the face of certain adverse situations as diverse as work problems, economic difficulties or the loss of loved ones.





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*Working on our emotional wellness is  
essential for proper mental health”*

The Advanced Master's Degree in Family Therapy and Emotional Wellness offers the psychologists a complete and specific specialization in these areas, which will allow them to make more accurate and effective diagnoses to their patients.

Family dynamics can not only protect its members against certain adversities, or be affected by certain disorders of the same, but also certain aspects of family functioning can contribute with particular strength to its members (especially children and adolescents) to develop inappropriate behaviors not only in the family environment, but also in other areas and other disorders, as in the case of emotional or psychosomatic disorders.

Certain factors external to the family can have a negative impact on the development of emotional and behavioral problems in children and adolescents, which is directly modulated by family functioning. In many cases, stress factors can modify the family environment to such an extent that they become dysfunctional.

One of the most commonly studied factors of familial pathology has been their economic situation. Different research has brought to light that economics has a negative influence on psychological well-being and family relationships.

Moreover, it is important to work on emotions, both at the individual and family level, which will help patients to improve their mental health. Scientific research has shown that information coming from a stimulus reaches the limbic structures of the brain before it reaches the neocortex. It is precisely these limbic structures that are responsible for functions such as emotional processing, memory creation or learning processes.

Throughout this specialization, the students will go through all the current approaches in the work of the psychologist in the different challenges that their profession poses. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This challenge is one of TECH's social commitments: To help highly qualified professionals to specialize and develop their personal, social and labor competencies during the course of their training.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic, and efficient. We will work to keep you motivated and to create in you a passion for learning. And we will push you to think and develop critical thinking.

This **Advanced Master's Degree in Family Therapy and Emotional Wellness** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The latest technology in online teaching software
- ♦ The teaching system, intensely visual, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ The development of case studies presented by practicing experts
- ♦ The latest generation of interactive video systems
- ♦ Teaching supported by remote education
- ♦ Continuous updating and retraining systems
- ♦ Self-regulated learning: full compatibility with other occupations
- ♦ Practical exercises for self-assessment and learning verification
- ♦ Support groups and educational synergies: questions to the expert, discussion forums and knowledge
- ♦ Communication with the teacher and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with Internet connection
- ♦ Supplementary documentation databases are permanently available, even after completing the program



*Family Therapy and Emotional Wellness are a helpful way to progress in certain pathologies. Here we offer you all the necessary information that will take you to a higher level in your profession"*

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*A high-level scientific specialization, supported by advanced technological development and the teaching experience of the best professionals”*

Our teaching staff is made up of working professionals. This way, we ensure that we provide you with up-to-date knowledge, which is what we are aiming for. A multidisciplinary team of psychologists specialized and experienced in different environments, who will develop the theoretical knowledge in an efficient way, but, above all, will bring their practical knowledge derived from their own experience to the course: one of the differential qualities of this Advanced Master's Degree.

This mastery of the subject is complemented by the effectiveness of the methodological design of this grand master. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of easy-to-use and versatile multimedia tools that will give you the necessary skills you need for your specialization.

The design of this program is based on Problem-Based Learning: an approach that views learning as a highly practical process. To achieve this remotely, we will use telepractice. With the help of an innovative, interactive video system and Learning From an Expert, you will be able to acquire the knowledge as if you were dealing with the case you are studying in real time. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

*An educational program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way.*

*A deep and comprehensive dive into strategies and approaches in Family Therapy and Emotional Wellness.*





# 02 Objectives

Our objective is to prepare highly qualified professionals for the working An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that you will be able to achieve thanks to a highly intensive and detailed course.





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*If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, look no further: Welcome to TECH”*



## General Objectives

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- ♦ Master the current knowledge of psychic and social disorders in the family
- ♦ Learn how to achieve a therapist-patient bond in the field of family therapy
- ♦ Identify the agents who live with the child and adolescent, and to discover their impact on family psychopathology
- ♦ Develop understanding of the dynamics between the parents and the consequences on the family
- ♦ Describe, in relation to protocols, the intervention programs, taking into account the characteristics and aspects of the systemic relationship in the family
- ♦ Identify the evolution of the different disorders listed in the DSM-5 or ICD-10
- ♦ Master the fields of medical-psychologist interaction in family intervention
- ♦ Provide the professional with all the up-to-date references on the diagnosis, intervention and therapeutic process of the family
- ♦ Describe with decision protocols the individualized study of family members to perform a rigorous psychopathological study
- ♦ Use decision trees to make a permanent differential diagnosis
- ♦ Organize all the information within a multidisciplinary framing model in the study of the biopsychosocial framework of the family in this century
- ♦ Provide the student with the necessary knowledge to be able to offer real emotional wellness to their patients
- ♦ Get trained to generate a good therapist – patient bond
- ♦ Know and understand the functioning of the human being and the importance of emotional management in it
- ♦ Discover the different therapies and models based on emotion
- ♦ Develop intervention protocols adapted to the patient and reason for consultation
- ♦ Master the therapy from a multidisciplinary and biopsychosocial perspective, in order to be able to control the greatest number of variables that will influence the patient's discomfort or health





## Specific Objectives

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- ♦ Master knowledge of the family clinic, as well as to provide the necessary skills to work in a systemic way
- ♦ Identify and make decisions about patients taking into account the social and emotional fabric in which they find themselves
- ♦ Master interaction within a family therapy framework
- ♦ Performing and adapting intervention protocols within an interdisciplinary framework
- ♦ Address the family, school and social environment
- ♦ Manage the dynamics of therapeutic time
- ♦ Implement silence into family intervention
- ♦ Manage the emotional crises within a session and children or adolescents and adults
- ♦ Mastering assessment and intervention tools using all senses
- ♦ Identify and use information from social and family agents
- ♦ Develop an intervention according to the mental logic of the different age groups
- ♦ Describe the emotional schemas of the family members
- ♦ Master how to create a relationship to become a reference for the whole family without entering into competition with adults
- ♦ Manage and stabilize the emotional and affective deficiencies of the patient within the intervention
- ♦ Master the management of differential characteristics with which family psychological pathologies can present
- ♦ Identify and master the clinical and prognostic features of the various disorders of childhood and adolescence
- ♦ Use the intervention to determine when it is necessary for other professionals to join the analysis process
- ♦ Developing and understanding mutations and new forms of disease
- ♦ Develop knowledge that discriminates an important problem of natural evolution within the process of family coexistence
- ♦ Master knowledge of current systemic psychopathology
- ♦ Develop monitoring models that express the changes in stress pathologies
- ♦ Discover the path of emotion throughout the history of psychology and its different models
- ♦ Learn what psychotherapy emotion-based Manage Time-Limited Psychotherapy is as a reference model
- ♦ Know the scientific research related to emotions
- ♦ Mastering the basics of human brain function and development
- ♦ Understanding basic learning processes
- ♦ Understanding the importance of early attachments in the development of self-concept
- ♦ Discovering how emotional schemes are formed
- ♦ Know what a basic emotion is and its function
- ♦ Mastering the 10 basic emotions, their biochemistry and platform of action
- ♦ Understand how emotion affects different cognitive processes

- ♦ Gain knowledge about what intrapersonal psychology is, and what is the importance of self-knowledge and self-management
- ♦ Manage the concepts of empathy and sympathy and control techniques for a correct bonding with the patient
- ♦ Develop effective communication with the patient
- ♦ Master the concept of Psychoneuroimmunology as a biopsychosocial model of health
- ♦ Understand the process of formation of traumatic emotional memories
- ♦ Manage different effective techniques in the work of traumatic memories
- ♦ In-depth knowledge about the concept of Mindfulness and its application from different therapeutic models
- ♦ Master the Mindfulness technique and apply it to the different motives for consultation
- ♦ Discover therapies that work on emotions through the body
- ♦ Understanding what Transpersonal Therapy is and its applications
- ♦ Know other types of therapies when the work is with more than one patient (couple, family and groups)





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*We are the world's largest online university We seek to achieve success and help you achieve it"*



# 03

## Skills

Once all the contents have been studied and the objectives of the Advanced Master's Degree in Family Therapy and Emotional Wellness have been achieved, the professional will have superior competence and performance in this field. A very complete approach, in a high-level Advanced Master's Degree, which makes the difference.



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*Achieving excellence in any profession requires effort and perseverance. But, above all, the support of professionals, who will give you the boost you need, with the necessary means and assistance. At TECH, we offer you everything you need”*

After passing training the professional will be able to:



## General Skills

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- ♦ Master knowledge of the family clinic, as well as to provide the necessary skills to work in a systemic way
- ♦ Identify and make decisions about patients taking into account the social and emotional fabric in which they find themselves
- ♦ Master interaction within a family therapy framework
- ♦ Performing and adapting intervention protocols within an interdisciplinary framework
- ♦ Address the family, school and social environment
- ♦ Manage the dynamics of therapeutic time
- ♦ Implement silence into family intervention
- ♦ Emotional crisis management is within a session with children or adolescents and adults
- ♦ Mastering assessment and intervention tools using all senses
- ♦ Identify and use information from social and family agents
- ♦ Develop an intervention according to the mental logic of the different age groups
- ♦ Describe the emotional schemas of the family members
- ♦ Master how to create a relationship to become a reference for the whole family without entering into competition with adults
- ♦ Manage and stabilize the emotional and affective deficiencies of the patient within the intervention
- ♦ Master the management of differential characteristics with which family psychological pathologies can present
- ♦ Identify and master the clinical and prognostic features of the various disorders of childhood and adolescence
- ♦ Use the intervention to determine when it is necessary for other professionals to join the analysis process
- ♦ Developing and understanding mutations and new forms of disease
- ♦ Develop knowledge that discriminates an important problem of natural evolution within the process of family coexistence
- ♦ Master knowledge of current systemic psychopathology
- ♦ Develop monitoring models that express the changes in stress pathologies
- ♦ Define the concept of emotion-based psychotherapy and its applications
- ♦ Learn how the brain and learning processes works
- ♦ Master the concept of emotion, its classification and functioning
- ♦ Acquire the knowledge and basic tools to generate a good therapeutic bond
- ♦ Understand health from the Biopsychosocial model: what is Psychoneuroimmunology, what systems form it and their interrelation
- ♦ Understand what a traumatic memory consists of and handle the different techniques of emotional processing
- ♦ Discover what Mindfulness is, its origins, attitudes, and its applications in therapy
- ♦ Relate body language to the expression and treatment of emotions through body-based therapies
- ♦ Understand and work with emotion from a broader perspective of personal growth through transpersonal therapy
- ♦ Manage emotions and their functionality in systems with more than one patient: group therapies, their use and purpose





## Specific Skills

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- ♦ Master knowledge of the family clinic, as well as to provide the necessary skills to work in a systemic way
- ♦ Identify and make decisions about patients taking into account the social and emotional fabric in which they find themselves
- ♦ Master interaction within a family therapy framework
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- ♦ Address the family, school and social environment
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- ♦ Master the management of differential characteristics with which family psychological pathologies can present
- ♦ Identify and master the clinical and prognostic features of the various disorders of childhood and adolescence
- ♦ Use the intervention to determine when it is necessary for other professionals to join the analysis process
- ♦ Developing and understanding mutations and new forms of disease
- ♦ Develop knowledge that discriminates an important problem of natural evolution within the process of family coexistence
- ♦ Master knowledge of current systemic psychopathology
- ♦ Develop monitoring models that express the changes in stress pathologies
- ♦ Learn about the role of emotion and its historical evolution
- ♦ Discover the scientific basis of emotion and its relevance
- ♦ Manage the different psychological orientations that work from emotion
- ♦ Understand and master the basics of Emotional Intelligence
- ♦ Understand what Positive Psychology is, where it comes from and what its theoretical foundations and practical applications are
- ♦ Learn about ECT (Emotional Consciousness Therapy), its founder and origins, as well as its indications for individuals and groups
- ♦ Learn about Time-Limited Psychotherapy as an emotion-centered work model
- ♦ Understand how the three brain systems function from a physiological and functional perspective
- ♦ Learn how the brain functions throughout a person's development
- ♦ Relate brain functioning to the stress response and survival
- ♦ Learn about the different intelligences that develop in the Reptilian Brain from Elaine Austin de Beauport's Model, Functionality, dominance and limitations
- ♦ Learn about the different intelligences that develop in the mammal brain Functionality, dominance, and limitations

- ♦ Learn about the different intelligences that develop in the Human Brain Functionality, dominance and limitations
- ♦ Understand the initial learning mechanisms in the knowledge of what the world is and how the first memories are generated
- ♦ Master the different types of learning and the role of emotion in learning
- ♦ Understand the importance of the link with the references in order to survive, and how these links are generated from emotion
- ♦ Relate parenting styles to the different bonds that can arise from them
- ♦ Discover the basic desires as universal emotional needs of the human being
- ♦ Gain knowledge about secondary desires as compensatory mechanisms for deficiencies in basic desires
- ♦ Understand how the self-concept is generated through the learning processes and the links to reference persons
- ♦ Identify the different contexts in which the self-concept develops
- ♦ Discover what emotional schemes and limiting beliefs are, how they are generated and what impact they have on self-concept and emotional wellness
- ♦ Understand what an emotion is, how it differs from feelings and moods, and its function
- ♦ Discover the different classifications of emotions according to the theoretical model from which they are worked on
- ♦ Manage the emotions such as fear, anger, guilt, disgust, sadness, surprise, curiosity, security, admiration and joy, their function, their platform of action and the neurological structures involved in them
- ♦ Understand the influence of emotion on different cognitive processes
- ♦ Relate brain functioning, emotional states and their expression in children, adolescents and adults
- ♦ Discover what Intra-personal Intelligence is from Gardner's perspective and the need to work on it in order to provide a good therapeutic service
- ♦ Understand what self-knowledge consists of and how important the introspective process is before putting ourselves at the service of others
- ♦ Master and apply different self-management techniques
- ♦ Understand the difference between empathy and sympathy The importance of mirror neurons in Emotional communication
- ♦ Master the therapist-patient bond through U-techniques and the escort or referent position
- ♦ Manage language for effective and therapeutic communication from the NLP approach
- ♦ Manage Motivational Interviewing
- ♦ Discover what Psychoneuroimmunology is and where it comes from
- ♦ Understand the Psyche-S Nervous-S Endocrine-S Immune axis and its multifunctional communication
- ♦ Get to know the different systems involved in Psychoneuroimmunology and the body pathways through which they communicate
- ♦ Delve into the relationship between the mind and the nervous system
- ♦ Explore, in-depth, the relationship between the nervous system and the endocrine system
- ♦ Relate stress and its biochemistry to the consequences on the immune system
- ♦ Understand health from the biopsychosocial model: multifactorial integration
- ♦ Learn about the different types of personality and their relationship to disease and emotions
- ♦ Generate healthy living strategies to put into practice with patients
- ♦ Differentiate what a memory is from a recollection and what kind of memories develop
- ♦ Discover what a traumatic memory consists of and how to work with it from an emotional perspective

- ♦ Learn about bilateral brain stimulation techniques, their intervention protocol and their different applications
- ♦ Learn "Brainspotting" or therapy focused on the "brain spot"
- ♦ Manage the EFT technique as a means of emotional release
- ♦ Master emotional ventilation techniques based on writing
- ♦ Discover the use of Integrative Meditation as a tool for acceptance of the different parts of the patient and emotional blockages
- ♦ Incorporate clinical hypnosis or altered state of consciousness as a method of accessing and restructuring the patient's various traumatic memories
- ♦ Discover other techniques for integration and acceptance of traumatic events from the point of view of emotion
- ♦ Learn different techniques of emotional restructuring adapted to children
- ♦ Learn about Meditation as a precursor to Mindfulness
- ♦ Understand what Mindfulness is, what benefits it brings and the scientific evidence that supports it
- ♦ Learn about the historical framework of Mindfulness and its evolution up to the present day
- ♦ Manage the seven attitudes of Mindfulness as the main axes to work with in full therapy
- ♦ Understand how mindfulness works from different perspectives: breath, mind, body, emotion and observer
- ♦ Learn about the different fields of application of Mindfulness beyond the consulting room
- ♦ Apply the use of Mindfulness in children
- ♦ Learn about cognitive therapy based on mindfulness
- ♦ Acceptance and commitment therapy
- ♦ Learn about dialectical behavioral therapy
- ♦ Provide patients with mindfulness-based stress management strategies
- ♦ Incorporate the benefits of Mindfulness in the treatment of mood disorders
- ♦ Provide patients with strategies to manage addictions through mindfulness
- ♦ Manage the ADHD disorder from full care
- ♦ Understand how emotion is expressed and dealt with through the body
- ♦ Learn about Reich's Characteroanalytic Vegetotherapy from its origins to the present day
- ♦ Understand what bioenergetics is, its beginnings, bioenergetic types and techniques used
- ♦ Learn and apply the technique of "Focusing"
- ♦ Know the different types of Yoga and their benefits
- ♦ Learn the techniques of laughter therapy
- ♦ Learn the techniques of art therapy
- ♦ Learn the techniques of DMT
- ♦ Learn other creative therapies
- ♦ Discover the differences between Eastern and Western philosophy, and understand their union as the starting point of Transpersonal Therapy
- ♦ Relate the origins of Transpersonal Therapy to its founders
- ♦ Understand the Transpersonal Therapy approach
- ♦ Understand the peculiarities of the Transpersonal Therapist
- ♦ Manage the concept of Transpersonal Therapy and its methodology
- ♦ Master the most important techniques of Transpersonal Therapy
- ♦ Work on forgiveness from Transpersonal Therapy
- ♦ Understand illness from Transpersonal Therapy
- ♦ Manage bereavement from Transpersonal Therapy
- ♦ Understand work on self-esteem from Transpersonal Therapy
- ♦ Mastering group techniques for emotional management
- ♦ Learn "Debriefing" technique and its application to different groups and contexts
- ♦ Relate performing arts techniques to emotional management and expression
- ♦ Understand Integral Couples Therapy
- ♦ Manage techniques applied to the family system



# 04

# Course Management

For our master's degree to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.



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*Our professors bring their vast experience and their teaching skills to offer you a stimulating and creative specialized training program”*

## International Guest Director

Dr. David H. Rosmarin is a renowned **clinical psychologist** and founder of the **Center for Anxiety**, where he has led a team of more than 80 physicians who treat more than 1,000 patients annually. His specialization encompasses **intensive** and **outpatient treatment** of anxiety disorder, as well as **depression** in all ages. In addition, his approach combines **scientific evidence with spirituality**, seeking to transform the pathology into a strength that contributes to **personal growth**.

He has also held prominent positions as **Associate Director of Psychology in the Department of Psychiatry** at Harvard Medical School and as **Director of the Spirituality and Mental Health Program at McLean Hospital**. These positions have allowed him to develop advanced skills in **clinical treatment and mental health** integration. Likewise, his ability to lead teams and train new professionals has been fundamental to the advancement of **psychological practice**.

Internationally, he has been recognized for his innovative contributions in the treatment of **Anxiety and Depression**. In this sense, he has received multiple awards for his **clinical and academic work**, standing out as a **pioneer** in mental health. Also, his approach, which has promoted the acceptance of **human emotions** as a way to overcome the stigmas associated with these disorders, has earned him invitations to prestigious **conferences and events** around the world.

In addition to his clinical practice, he has authored numerous peer-reviewed **articles and publications**. His research has focused on the relationship between **spirituality and mental health**, exploring how these elements can be integrated into the treatment of **emotional disorders**. Additionally, his commitment to professional development has been reflected in the **APPIC-approved Anxiety Center Psychology** program.





## Dr. Rosmarin, David H.

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- Director of the Mental Health Program at McLean Hospital, Massachusetts, United States
- Associate Director of Psychology in the Department of Psychiatry at Harvard Medical School
- Director of the Spirituality and Mental Health Program at McLean Hospital
- Assistant, Department of Psychiatry, Harvard University
- Postdoctoral Fellowship in Clinical Psychology at Harvard University
- Ph.D. in Clinical Psychology from Bowling Green State University
- Master's Degree in Counseling Psychology from the University of Toronto

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

## Management



### Dr. Aguado Romo, Roberto

- Psychologist specialized in clinical psychology
- European specialist psychologist in psychotherapy
- Managing Director of the evaluation and psychotherapy centers in Madrid, Bilbao, and Talavera de la Reina
- Author of Time-Limited Psychotherapy
- Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies



### Dr. González Agüero, Mónica

- Psychologist in charge of the Department of Child and Adolescent Psychology at Hospital Quirón Salud Marbella and Avatar Psicólogos
- Master in Time Limited Psychotherapy and Health Psychology by the European Institute of Time Limited Psychotherapies (I.E.P.T.L.)
- University Specialist in Clinical Hypnosis with Selective Dissociation Focusing by the University of Almeria
- Collaborator in different Red Cross programs
- Professor in the Master in Time-Limited Psychotherapy and Health Psychology at the European Institute of Time-Limited Psychotherapies
- Trainer of Avatar Psicólogos in different programs of emotional management for educational centers and companies. Trainer at Human Resources Consulting Services (HRCS)

## Professors

### Mr. De Dios González, Antonio

- ♦ Director of Avatar Psychologists
- ♦ Director of the Psychology Department of the Hospital Quirón de Marbella
- ♦ Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology from the European Institute of Time-Limited Psychotherapies
- ♦ Transpersonal Therapist of the Spanish School of Transpersonal Development
- ♦ Specialist in E.F.T. by the World Center for EFT
- ♦ Professional Master's Degree in Neuro-Linguistic Programming (NLP) by Richard Bandler's Society of Neuro-Linguistic Programming
- ♦ Specialist in Clinical Hypnosis and Relaxation. González, Mónica
- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology of the Quirón Hospital and Avatar Psychologists in Marbella
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy

### Dr. Martínez-Lorca, Manuela

- ♦ Doctorate in Psychology from the University of Castilla-La Mancha
- ♦ Health Psychologist
- ♦ Lecturer in the Department of Psychology at the UCLM
- ♦ Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology from the European Institute of Time-Limited Psychotherapies
- ♦ Specialist in Clinical Hypnosis and Relaxation

### Dr. Roldán, Lucía

- ♦ Health Psychologist
- ♦ Cognitive-behavioral intervention specialist
- ♦ Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in energy therapy intervention

### Dr. Gandarias Blanco, Gorka

- ♦ Health Psychologist
- ♦ European specialist psychologist in Psychotherapy from the EFPA in Vitoria, Spain
- ♦ Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in intervention in bizarre behavior and drug addiction

### Dr. Berbel Jurado, Tamara

- ♦ Psychologist expert in childhood and adolescence at Hospital Quirón Salud Marbella and at Avatar Psicólogos.
- ♦ Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology from the European Institute of Time-Limited Psychotherapies
- ♦ Specialist in Health, Justice and Social Welfare from the University of Córdoba.
- ♦ Expert in Legal, Forensic and Penitentiary Psychology from the University of Seville.
- ♦ Trainer in Avatar Psicólogos in courses for educational centers and companies. Collaborator at HRCS
- ♦ Member of the psychosocial ERIES of the Spanish Red Cross

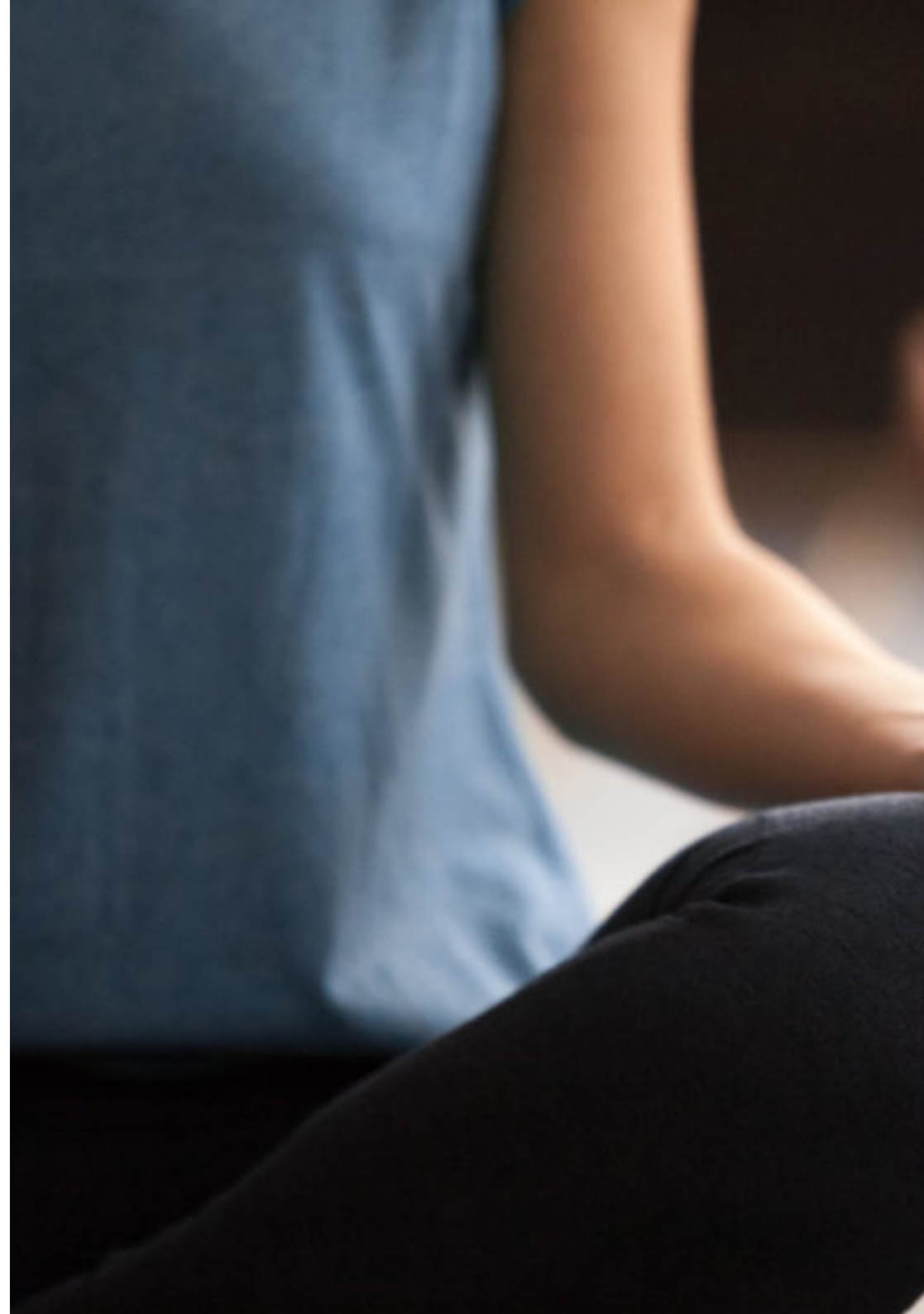


**Ms. Mazza, Mariela**

- ♦ Responsible for the Transpersonal Development Area at Avatar Psicólogos
- ♦ Expert in Transpersonal Development by the Spanish School of Transpersonal Development (E.E.D.T.) where she is also a teacher
- ♦ Expert in Regressive Therapy, Brian Weiss Method
- ♦ Therapist of the subconscious, trained by María José Álvarez Garrido (School of the Subconscious)
- ♦ Facilitator of Family Constellations and Transpersonal Systemic Therapy by E.E.D.T.
- ♦ Expert in Mindfulness and Meditation, and facilitator of these techniques at Quirón Hospital Salud Marbella.

**Dr. Villar Martín, Alejandro**

- ♦ Doctor in Biology from the University of Oviedo.
- ♦ Yoga teacher at the Sanatana Dharma school and of Dynamic Yoga, trained with its creator, Godfrey Devereux.
- ♦ Trainer and facilitator of the Big Mind model of Genpo Roshi, with whom he has studied
- ♦ Creator of Integrative Meditation, developed from the Big Mind model
- ♦ He has written a chapter in the book "Evolución Integral" published by Kairós.



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*Our objective is very simple: to offer you quality specialized training, with the best teaching methods currently, so that you can reach new heights of excellence in your profession"*

05

# Structure and Content

The contents of this specialisation degree have been developed by the different Professors on this course, with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field. The content of this course enables you to learn all aspects of the different disciplines involved in this field. A complete and well-structured program that will take you to the highest standards of quality and success.





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*Through a very well structured development, you will be able to access the most advanced knowledge in Family Therapy and Emotional Wellness”*



## Module 1. Psychodiagnosis and Assessment of the Family System

- 1.1. Anthropological, Historical, Sociological and Psychological Perspective of the Family
- 1.2. The Diagnosis as a Catalyst for the Therapeutic Bond
- 1.3. Assessor Skills
  - 1.3.1. Be Useful in the Process
  - 1.3.2. Understand What is Happening
  - 1.3.3. Be Open and Understanding
  - 1.3.4. Become a Figure of Authority
- 1.4. Psychodiagnosis and Assessment of the Family System
  - 1.4.1. Language
  - 1.4.2. Pathological and Healthy Bonds
  - 1.4.3. Use of Others
  - 1.4.4. Rejection and Abandonment
  - 1.4.5. Stress, Distress and Eustress
  - 1.4.6. Conflicts and Tensions
  - 1.4.7. Family Psychopathology
- 1.5. Place in the Fraternity and Social Desirability
  - 1.5.1. Family Composition
  - 1.5.2. The Right to Have Siblings
  - 1.5.3. Twins
  - 1.5.4. The Sick Sibling
  - 1.5.5. Grandparents, Uncles and Aunties
  - 1.5.6. Other Components
- 1.6. Psychodiagnostics Objectives
  - 1.6.1. Evaluator and Evaluatee Link
  - 1.6.2. Discover What Truly Exists
  - 1.6.3. Clarify the Facts
  - 1.6.4. Explain the Scientific Facts of the State of the Subject
  - 1.6.5. Understand the Relationship Between the Individual in the Study and the Situation They Have Experienced
- 1.7. Millon's Clinical Multiaxial Inventory (MCMII-III)
  - 1.7.1. Modifying Scales: Desirability and Alteration Index
  - 1.7.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive
  - 1.7.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid
  - 1.7.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, P-Traum Stress D
  - 1.7.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 1.8. CATELL's 16 PF-5
  - 1.8.1. Agreeableness, Reasonableness, Stability, Dominance, Encouragement, Attention to Standards, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to Change, Self-sufficiency, Perfectionism and Tension. It Incorporates a "Social Desirability", an "Infrequency" and an "Acquiescence" Scale to Control for Response Bias
- 1.9. BASC Behavioral Assessment System for Children and Adolescents
  - 1.9.1. Internalized Problems: depression, anxiety, social anxiety, somatic complaints, obsession-compulsion and post-traumatic symptomatology
  - 1.9.2. Externalized Problems: hyperactivity and impulsivity, attention problems, aggressiveness, defiant behavior, anger control problems, antisocial behavior
  - 1.9.3. Specific problems: developmental delay, eating behavior problems, learning disabilities, schizotypy, substance abuse
- 1.10. Questionnaire for the evaluation of adopters, caregivers, guardians and CUIDA mediators
- 1.11. Personality Assessment Inventory PAI
  - 1.11.1. 4 Scales of Assessment (Inconsistency, Infrequency, Negative Impression and Positive Impression)
  - 1.11.2. 11 Clinical Scales (Somatic Complaints, Anxiety, Anxiety-related disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline traits, Antisocial traits, Alcohol problems, and Drug problems)
  - 1.11.3. 5 Scales of Consideration for Treatment (Aggression, Suicidal Thoughts, Stress, Lack of Social Support, and Refusal of Treatment)
  - 1.11.4. Two Scales of Interpersonal Relationships (Dominance and Affability)
  - 1.11.5. 30 Subscales with Provide More Detailed Information
- 1.12. Study of the Story's Credibility
  - 1.12.1. CBCA System (Criteria-Based Content Analysis)
  - 1.12.2. The Statement Validity Assessment (SVA) Udo Undeutsch
  - 1.12.3. SVA = Interview + CBCA + Validity Checklist



## Module 2. The Family Interview

- 2.1. The interview in a Clinical and Expertise Setting
  - 2.1.1. Information Theory
  - 2.1.2. Communication Channels
  - 2.1.3. Communication System
- 2.2. Axioms of the Interview
  - 2.2.1. It is Impossible Not To Communicate
  - 2.2.2. Content and Relationship
  - 2.2.3. Affective Valence
  - 2.2.4. Digital and Analog Communication
  - 2.2.5. Symmetric and Asymmetric
- 2.3. Communication Exploration
  - 2.3.1. Verbal Communication
  - 2.3.2. Non-Verbal Communication
  - 2.3.3. Double Bond
  - 2.3.4. Psychopathology of Communication
  - 2.3.5. A Gesture is Worth a Thousand Words
- 2.4. Medical History
  - 2.4.1. Personal
  - 2.4.2. Familiar
  - 2.4.3. Generational
- 2.5. Anamnesis from the Limited Time Psychotherapy
  - 2.5.1. Psychopathological Biography
  - 2.5.2. Biography of Medical Diseases
  - 2.5.3. Biography of Social Problems
- 2.6. General Structure of the Mental Examination
  - 2.6.1. Non-Verbal Communication and Emotions
  - 2.6.2. Communication Around the Table
- 2.7. Semiology, Signs and Symptoms
  - 2.7.1. Signs
  - 2.7.2. Symptoms

- 2.8. Epistemology of Diagnosis
  - 2.8.1. Descriptive Syndromic Diagnosis Versus Disease
  - 2.8.2. Nosology Categorical Vs. Dimensional Diagnosis
- 2.9. Multiple Diagnosis and Comorbidity
- 2.10. Clinical vs. Research Criteria
- 2.11. Expert Interview

### Module 3. Family Stress

- 3.1. New Ways to Define Stress
- 3.2. Common Stressors in the Family
  - 3.2.1. Relationship
  - 3.2.2. Living Conditions / Environment
  - 3.2.3. Economy
  - 3.2.4. Emotional
  - 3.2.5. Pathologies of Family Members
  - 3.2.6. Abuse and Violence
  - 3.2.7. Separation and/ or Abandonment
- 3.3. Interpersonal Stress
- 3.4. Toxicity and Family
  - 3.4.1. With Substances
  - 3.4.2. Without Substances
  - 3.4.3. Dependency
- 3.5. The Information Retrieval Process: The Transfer of Learning
- 3.6. Occupational Stress
- 3.7. Learning and Family Events
- 3.8. Family Crises

### Module 4. Family Bonds and Systemic Organization

- 4.1. Family Functions
- 4.2. Family Institution
  - 4.2.1. Life Cycle of the Family
  - 4.2.2. Family Law
  - 4.2.3. Legal Nature
  - 4.2.4. Family Characteristics
- 4.3. Types of Family
  - 4.3.1. Conjugal Family
  - 4.3.2. Matriarchal Family
  - 4.3.3. Patriarchal Family
  - 4.3.4. Gang Family
  - 4.3.5. Inverted Family
  - 4.3.6. Extended Family
- 4.4. Family Characteristics to Promote or Hinder Learning
- 4.5. Family Structure Variables
- 4.6. Dysfunctional Family
- 4.7. Family Reactions to Illness
- 4.8. Pathological Management of Children from the Family
- 4.9. Consequences of Family Composition
- 4.10. Morphology of Family and the Implication on the Psychopathy
- 4.11. Family and Process of Socialization
- 4.12. Psychotherapy Intervention in a Dysfunctional Family
- 4.13. Conflict Inheritance
- 4.14. Concept of Accompaniment, Containment and Escort

## Module 5. Family Models and Parenting Roles

- 5.1. Separation, Divorce and Nulled Marriage
- 5.2. Disability from the Expert's Point of View
  - 5.2.1. Deficiency, Disability and Handicap
  - 5.2.2. Civil Incapacity and Labor Incapacity
  - 5.2.3. Degrees of Permanent Disability
  - 5.2.4. Major Disability
- 5.3. Gender Violence
  - 5.3.1. Psychological Violence
  - 5.3.2. Psychological Consequences of Violence
- 5.4. Abuse
  - 5.4.1. Confirmation
  - 5.4.2. Psychological Consequences
  - 5.4.3. Causal Nexus
- 5.5. Secondary Victimization
  - 5.5.1. Credibility of Testimony
  - 5.5.2. Difficulty of the Psychological Opinion
- 5.6. Toxicomaní Psychopedagogical Expert
- 5.7. Elderly Expertise
- 5.8. Profile of the Basic Emotion "guilt" in Current Research

## Module 6. Modes of Intervention in Family Therapy

- 6.1. Notion of Conflict
  - 6.1.1. Change of Attitude Towards Team Cooperation
  - 6.1.2. Attitue Improvement
  - 6.1.3. Emphasize Performance
- 6.2. Types of Conflicts
  - 6.2.1. Atraction-Atraction
  - 6.2.2. Evasión-Evasion
  - 6.2.3. Atraction-Evasion

- 6.3. Family Mediation
  - 6.3.1. Mediator Is Present Does Not Influence
  - 6.3.2. Arbitration Makes Decisions by Listening to the Parties
  - 6.3.3. Neutral Evaluation Draw Consequences from the Data Obtained
- 6.4. Family Coaching
  - 6.4.1. Equalities
  - 6.4.2. Differences
  - 6.4.3. Contradictions
  - 6.4.4. Intrusiveness
- 6.5. Learning in Coaching
  - 6.5.1. Breakage Declaration
  - 6.5.2. Take off the Masks
  - 6.5.3. Re-Engineering Ourselves
  - 6.5.4. Concentrate on the Exercise
- 6.6. Habits to Improve in Coaching
- 6.7. Focused on the Activity
  - 6.7.1. Focussing Activities
  - 6.7.2. Thought Control Techniques
- 6.8. Clear Goals
  - 6.8.1. Definition of Where We Are
  - 6.8.2. Definition of Where We Want to Go
- 6.9. Taking the Reins in Your Life Proactivity
- 6.10. Positive Psychology
- 6.11. Conflict Management with the Conscious Emotional Bonding (CEB) Model
  - 6.11.1. Identify Emotions
  - 6.11.2. Identify the Right Emotions
  - 6.11.3. Change Some Emotions for Others
- 6.12. Training to Deal with Conflicts in the Family



### Module 7. Family Problems Which Need Interventions

- 7.1. Behavior Modification Techniques
- 7.2. Cognitive-Behavioral Therapy
- 7.3. Treatment Oriented towards the Family
- 7.4. Other Focus of Systemic Family Treatment
- 7.5. Strategic Therapy and Constructivism

### Module 8. Types of Expertise and Contexts that Surround Psychological Expertise

- 8.1. Definitions Regarding Appraisal
- 8.2. Adoptions
- 8.3. Care and Custody
- 8.4. Simulation

### Module 9. The Emotion-Based Psychotherapy

- 9.1. The Study of Emotion Throughout History
- 9.2. Emotion from Different Models in Psychology
- 9.3. Scientific Bases in the Study of Emotions
- 9.4. Emotional Intelligence
- 9.5. Positive Psychology
- 9.6. Greenberg's Emotion-Centered Therapy
- 9.7. Time-Limited Psychotherapy as an Integrative and Emotion-Focused Model

### Module 10. The Brain and Learning

- 10.1. The Three Brains
  - 10.1.1. The Reptilian Brain
  - 10.1.2. The Mammal Brain
  - 10.1.3. The Human Brain
- 10.2. Reptilian Brain Intelligence
  - 10.2.1. Basic Intelligence
  - 10.2.2. Intelligence Patterns
  - 10.2.3. Parameter Intelligence
- 10.3. The intelligence of the Limbic System
- 10.4. The Intelligence of Neocortex
- 10.5. Evolutionary Development
- 10.6. The Stress Response or Flight Attack
- 10.7. What is the World? The Learning Process
- 10.8. Learning Schemes
- 10.9. The Importance of the Bond
- 10.10. Attachment and Parenting Styles
- 10.11. Basic Desires, Primary Desires
- 10.12. Secondary Desires
- 10.13. Different Contexts and their Influence on Development
- 10.14. Emotional Schemes and Limiting Beliefs
- 10.15. Creating a Self-Concept

**Module 11. Emotion**

- 11.1. What is an Emotion
  - 11.1.1. Definition
  - 11.1.2. Difference Between Emotion, Feeling and State of Mind
  - 11.1.3. Function, Are there Positive and Negative Emotions?
- 11.2. Different Classifications of Emotions
- 11.3. Fear
  - 11.3.1. Function
  - 11.3.2. Action Platform
  - 11.3.3. Neurological Structures
  - 11.3.4. Associated Biochemistry
- 11.4. Anger
  - 11.4.1. Function
  - 11.4.2. Action Platform
  - 11.4.3. Neurological Structures
  - 11.4.4. Associated Biochemistry
- 11.5. Guilt
  - 11.5.1. Function
  - 11.5.2. Action Platform
  - 11.5.3. Neurological Structures
  - 11.5.4. Associated Biochemistry
- 11.6. Disgust
  - 11.6.1. Function
  - 11.6.2. Action Platform
  - 11.6.3. Neurological Structures
  - 11.6.4. Associated Biochemistry
- 11.7. Sadness
- 11.8. Function
  - 11.8.1. Action Platform
  - 11.8.2. Neurological Structures
  - 11.8.3. Associated Biochemistry
- 11.9. Surprise
  - 11.9.1. Function
  - 11.9.2. Action Platform
  - 11.9.3. Neurological Structures
  - 11.9.4. Associated Biochemistry
- 11.10. Curiosity
  - 11.10.1. Function
  - 11.10.2. Action Platform
  - 11.10.3. Neurological Structures
  - 11.10.4. Associated Biochemistry
- 11.11. Safety
  - 11.11.1. Function
  - 11.11.2. Action Platform
  - 11.11.3. Neurological Structures
  - 11.11.4. Associated Biochemistry
- 11.12. Admiration
  - 11.12.1. Function
  - 11.12.2. Action Platform
  - 11.12.3. Neurological Structures
  - 11.12.4. Associated Biochemistry
- 11.13. Joy
  - 11.13.1. Function
  - 11.13.2. Action Platform
  - 11.13.3. Neurological Structures
  - 11.13.4. Associated Biochemistry
- 11.14. Influence of Emotion in Cognitive Processes
- 11.15. Emotion in Children
- 11.16. Emotion in Adolescents

### Module 12. The Therapist's Role in Emotional Well-Being

- 12.1. Intrapersonal Intelligence (Gardner)
- 12.2. Self-Knowledge
- 12.3. Self Management
- 12.4. Difference Between Empathy, Sympathy and Mirror Neurons
- 12.5. The Therapist-Patient Bond
  - 12.5.1. Therapist as Advisor and Referent
  - 12.5.2. U. Techniques
- 12.6. Approach to Neuro Linguistic Programming (NLP)
- 12.7. Motivational Interviewing

### Module 13. A Multifactorial View of Health. Psychoneuroimmunology

- 13.1. What is Psychoneuroimmunology?
  - 13.1.1. Definition
  - 13.1.2. Origins
- 13.2. Channels of Communication
- 13.3. The Psyche-Nervous System-Endocrine System-Immune System Axis (1) The Nervous System
- 13.4. The Psyche-Nervous System-Endocrine System-Immune System Axis (2) The Endocrine System
- 13.5. The Psyche-Nervous System-Endocrine System-Immune System Axis (3) The Immune System
- 13.6. The Psyche-Nervous System-Endocrine System-Immune System Axis (4) Interaction Between Systems
- 13.7. Emotion, Personality and Illness
- 13.8. The Process of Getting Sick. Biopsychosocial Model of Health
- 13.9. Healthy Life

### Module 14. Techniques for Emotional Processing in Therapy

- 14.1. Emotional Memories
  - 14.1.1. Creation of Memories
  - 14.1.2. Classification and Types of Memory
  - 14.1.3. Difference Between Memories and Reminiscences
- 14.2. Traumatic Memory
- 14.3. Bilateral Stimulation Techniques. SHEC, EMDR
- 14.4. Brainspotting
- 14.5. Emotional Liberation Technique. EFT
- 14.6. Writing-Based Techniques. Written Ventilation
- 14.7. Integrative Meditation from the Big Mind Model. The Voice Dialogue
- 14.8. Clinical Hypnosis
- 14.9. Hypnotic Induction Techniques
- 14.10. Techniques for Children

### Module 15. Mindfulness

- 15.1. Meditation
- 15.2. The 7 attitudes in Mindfulness
  - 15.2.1. Mindfulness
  - 15.2.2. Benefits and Scientific Evidence
  - 15.2.3. Formal and Informal Practice
- 15.3. Compassion and Self-Compassion
- 15.4. Directing Attention
- 15.5. Fields of Application
- 15.6. Mindfulness for Children
- 15.7. Mindfulness and ADHD
- 15.8. Stress, Anxiety and Mindfulness
- 15.9. Mindfulness and Impulse Dyscontrol Related Disorders
- 15.10. Mindfulness and Eating Disorders
- 15.11. Mindfulness in Psychotherapy: Cognitive Therapy based on Mindfulness
- 15.12. Mindfulness in Psychotherapy: Acceptance and Commitment Therapy
- 15.13. Mindfulness in Psychotherapy: Dialectical Behavioral Therapy

**Module 16. Intervention of Emotion through the Body**

- 16.1. Body Therapies
  - 16.1.1. What are Body Therapies
  - 16.1.2. Historical Development
- 16.2. Character-Analytic Vegetotherapy
  - 16.2.1. Origins W. Reich
  - 16.2.2. What is Characteroanalytic Vegetotherapy
  - 8.2.3. Vegetotherapy Today
- 16.3. Lowen Bioenergetic Analysis
  - 16.3.1. What is Bioenergetics?
  - 16.3.2. Historical Overview
  - 16.3.3. Bioenergetic Types
  - 16.3.4. Psychotherapeutic Techniques
  - 16.3.5. The Bioenergetic Therapist
- 16.4. Focusing
  - 16.4.1. Historical Approach: Eugene Gendlin
  - 16.4.2. Protocol
  - 16.4.3. Applications in Psychotherapy
- 16.5. Yoga
  - 16.5.1. Brief Historical Review. Origins
  - 16.5.2. The 9 Branches of the Yoga Tree
  - 16.5.3. Yoga Doctrines
  - 16.5.4. Benefits
- 16.6. Biodynamic Craniosacral Therapy
- 16.7. Laughter therapy
  - 16.7.1. Brief Historical Review
  - 16.7.2. Therapy or Psychotherapeutic Technique?
  - 16.7.3. Techniques and Exercises

- 16.8. Art Therapy
  - 16.8.1. What is Art Therapy?
  - 16.8.2. A Bit of History
  - 16.8.3. What Can Be Worked On? Objectives
  - 16.8.4. Materials and Techniques
  - 16.8.5. Art Therapy for Children
- 16.9. DMT: Dance Movement Therapy
  - 16.9.1. What Is It? Definition
  - 16.9.2. A Bit of History
  - 16.9.3. Movement and Emotion
  - 16.9.4. Who Can Benefit from DMT
  - 16.9.5. Techniques
  - 16.9.6. A DMT Session

**Module 17. Up to the Emotion from Spirituality. Transpersonal Therapy**

- 17.1. The Integration of East and West
- 17.2. Origins and Founders
- 17.3. A New Approach: Transpersonal Therapist
- 17.4. Transpersonal Psychotherapy
- 17.5. Tools and Techniques: The Shadow
- 17.6. Tools and Techniques: The Inner Child
- 17.7. Tools and Techniques: Family Constellations
- 17.8. Tools and Techniques: The Witness
- 17.9. Support Orders
- 17.10. Transpersonal Therapy and Self-Esteem



## Module 18. Emotional Group Psychotherapy

- 18.1. Emotion-based Group Psychotherapy
- 18.2. Psychodrama
- 18.3. Debriefing
- 18.4. Family Therapy
- 18.5. Integral Couple Therapy

## Module 19. Mediation and Coaching

- 19.1. Family Mediation
  - 19.1.1. Pre-mediation
  - 19.1.2. Mediation
  - 19.1.3. Mediator Techniques
- 19.2. Notion of Conflict
  - 19.2.1. Psychological Conflicts
  - 19.2.2. Communication Conflicts or Conflicts related to the Communication Channel
  - 19.2.3. Substantive Conflicts
  - 19.2.4. Ways of Dealing with Conflicts
- 19.3. Types of Conflict and Methods of Resolution
  - 19.3.1. Atraction-Atraction
  - 19.3.2. Evasión-Evasion
  - 19.3.3. Atraction-Evasion
  - 19.3.4. Negotiation, Mediation, Arbitration and Neutral Evaluation
- 19.4. Mediation in Parent/Child Relationships
  - 19.4.1. Conflict Resolution in the Parent-Child Relationship
  - 19.4.2. As a Father I Win and as a Son You Lose"
  - 19.4.3. You as a Son Win and I as a Father Lose"
  - 19.4.4. Concertation: Nobody Loses
- 19.5. Coaching and Psychology
  - 19.5.1. Similarities and Differences?
  - 19.5.2. Contradictions
- 19.6. How to work with Coaching and Psychotherapy



- 19.7. Learning in Coaching
  - 19.7.1. Take off the Masks
  - 19.7.2. Coaching and Psychologists
- 19.8. Coaching in the Company
  - 19.8.1. Facing Challenges that Can Be Assumed
  - 19.8.2. The Life of Managers
  - 19.8.3. Self-Deception
- 19.9. All Psychological Therapy Involves Personal Growth
  - 19.9.1. Coach or Psychologist, According to the Coaches
  - 19.9.2. Conflict and Coaching
- 19.10. Clear Goals
  - 19.10.1. Definition of Where you Are
  - 19.10.2. Definition of Where you Want to Go
- 19.11. To Feed Back with the Activity
  - 19.11.1. Place the Attitude in Action and not in Anticipatory Thinking
  - 19.11.2. Verbalize Small Accomplishes
  - 19.11.3. Be Flexible and Allow Frustration
- 19.12. Work on Self-Deception
  - 19.12.1. The coach as a Trainer
  - 19.12.2. The coach as an Advisor
  - 19.12.3. The coach as a Corrector
- 19.13. Obstacles to Coaching
  - 19.13.1. Feedback
  - 19.13.2. Coaching Through Rewards
  - 19.13.3. Coaching and Leadership
- 19.14. Emotional Management Through the C.E.B Model (Conscious Emotional Bonding)
  - 19.14.1. What is Proposed?
  - 19.14.2. Identity Marks of the Emotional Bonding Model. Conscious (CEB)
  - 19.14.3. Basic Assumptions of the CEB Model
  - 19.14.4. Conclusions

- 19.15. Dialogue with Beliefs
  - 19.15.1. A Critique of Goleman's Work
  - 19.15.2. Intelligence and Emotional Intelligence
- 19.16. Emotional Neuroanatomy
  - 19.16.1. The Brain and its Messengers
- 19.17. Intrapersonal Skills
  - 19.17.1. Self-Concept
  - 19.17.2. Basic Emotions

## Module 20. Pharmacological Intervention in Anxiety and Stress Disorders

- 20.1. Anxiety or Panic Disorder
- 20.2. Agoraphobia
- 20.3. Social Phobia
- 20.4. Specific Phobias
- 20.5. Generalized Anxiety Disorder
- 20.6. Obsessive Compulsive Disorder and Related Disorders
- 20.7. Separation Anxiety Disorder
- 20.8. Adaptation Disorder
- 20.9. Dissociative Disorders
- 20.10. Somatic Symptom Disorders
- 20.11. Trauma and Stress-Related Disorders



*A comprehensive specialized program that will take you through the necessary training to compete with the best in your profession"*

06

# Methodology

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

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





“

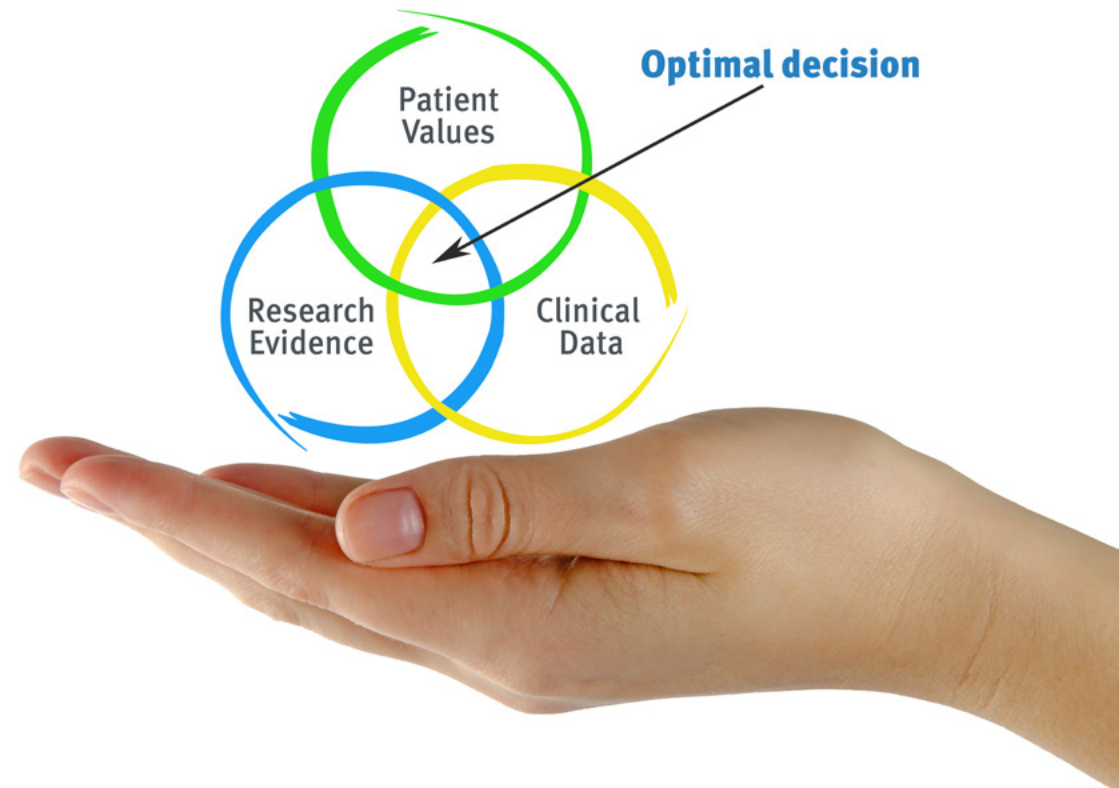
*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*



## At TECH we use the Case Method

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

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gervas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

“

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

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset,  
defending arguments, and contrasting opinions: a  
direct equation for success.*

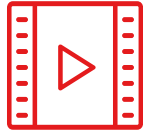
In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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





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



#### Study Material

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

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



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

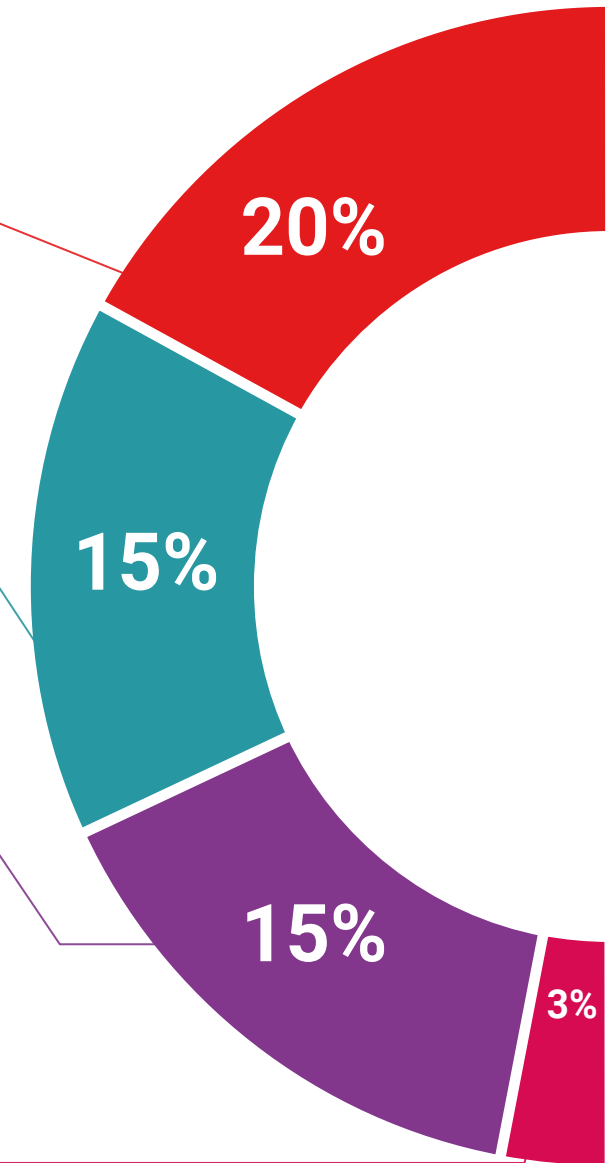
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

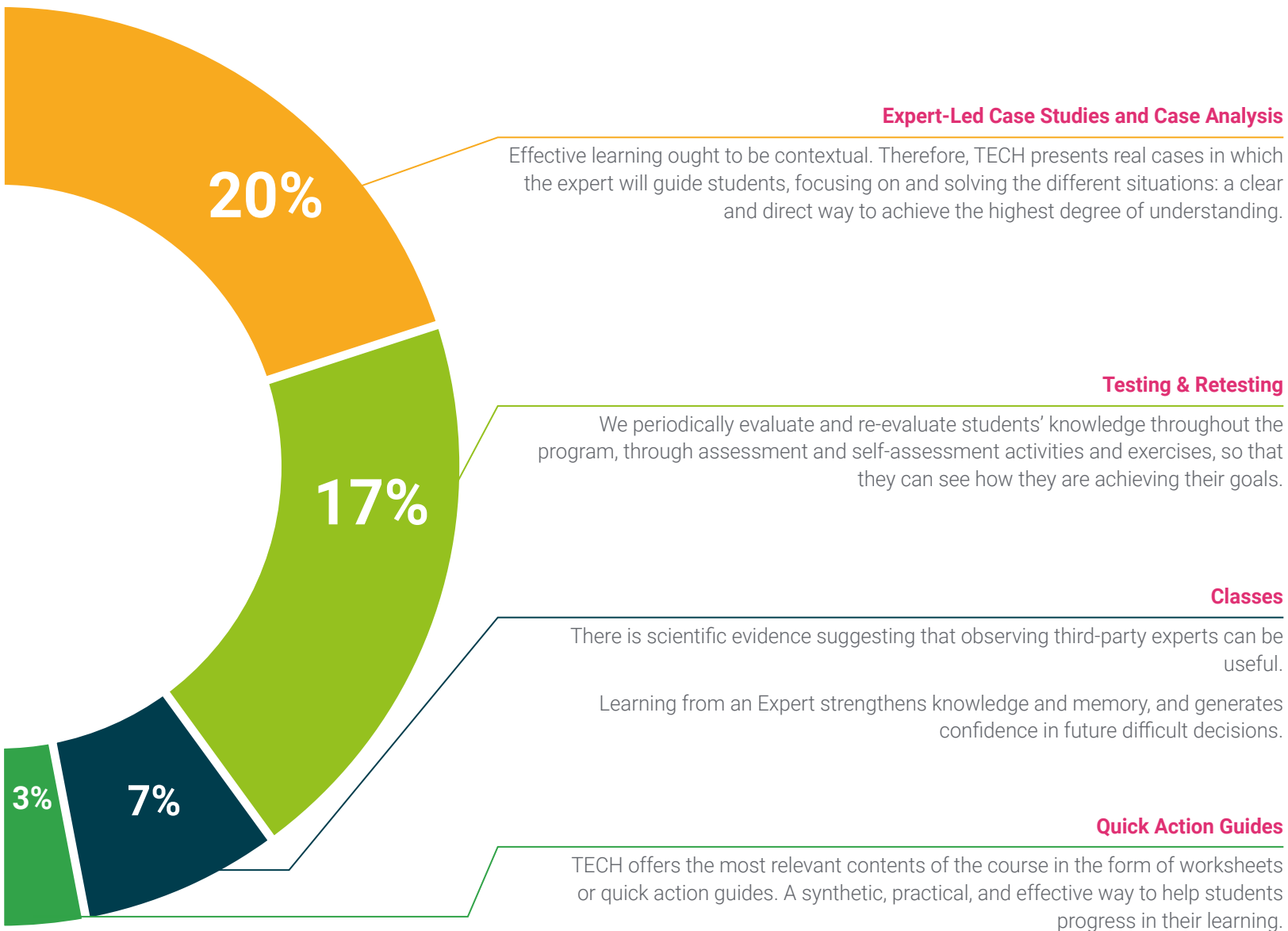
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

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





07

# Certificate

The Advanced Master's Degree in Family Therapy and Emotional Wellness guarantees students, in addition to the most rigorous and up-to-date education, access to a Advanced Master's Degree diploma issued by TECH Global University.





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*This Advanced Master's Degree in Family Therapy and Emotional Wellness represents the largest collection of knowledge in the field: A degree that will be a high-quality added value for any professional in this area”*



This private qualification will allow you to obtain a **Advanced Master's Degree diploma in Family Therapy and Emotional Wellness** endorsed by **TECH Global University**, the world's largest online university.

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

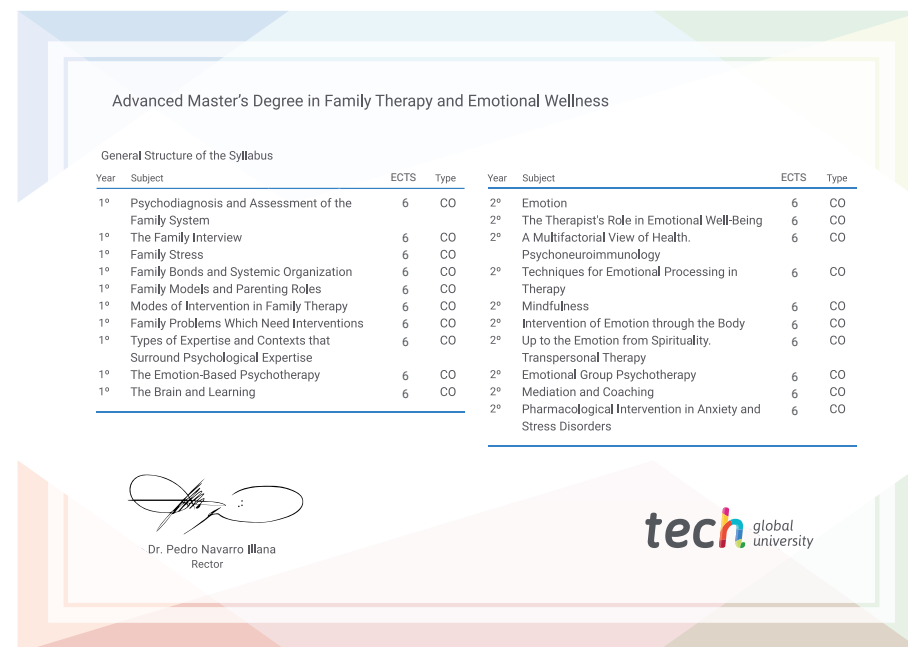
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Advanced Master's Degree in Family Therapy and Emotional Wellness**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**





Advanced Master's  
Degree  
Family Therapy  
and Emotional Wellness

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

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