

Hybrid Master's Degree

Educational and Health Psychology





Hybrid Master's Degree

Educational and Health Psychology

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtute.com/psychology/hybrid-master-degree/hybrid-master-degree-educational-health-psychology

Index

01

Introduction

p. 4

02

Why Study this Hybrid
Master's Degree?

p. 8

03

Objectives

p. 12

04

Skills

p. 20

05

Educational Plan

p. 24

06

Clinical Internship

p. 36

07

Where Can I Do the Clinical
Internship?

p. 42

08

Methodology

p. 46

09

Certificate

p. 54

01

Introduction

Educational and Health Psychology is in a context of constant evolution and faces current challenges such as the increase in the incidence of mental health problems in education and the need to adapt to changes in the ways of teaching and learning. Therefore, it is necessary to have a comprehensive education that allows psychologists to update their theoretical and practical knowledge. For this reason, TECH has created this program, which combines theory and practice in a balanced way, with a stay in a prestigious center and a complete and exhaustive theoretical section. In addition, the format is 100% online, so it is compatible with the most demanding responsibilities.





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In this program, you will have the opportunity to acquire knowledge and practical skills in the field of Educational and Health Psychology”

Educational and Health Psychology is a specialty that is constantly evolving and developing. Currently, one of the main challenges facing this discipline is the increasing incidence of mental health problems in the educational field, as well as the need to adapt to changes in the ways of teaching and learning.

Given this scenario, the constant updating of Educational and Health Psychology professionals becomes a fundamental aspect to be able to face the new challenges and demands of society. It is in this context that the Hybrid Master's Degree in Educational and Health Psychology is presented. This program is aimed at psychologists who wish to update their theoretical and practical knowledge in this discipline, through a comprehensive and complete education.

One of the main advantages of the program is that it combines theory and practice in a balanced way, allowing students to acquire knowledge in depth and apply it in real situations. The practical stay in a prestigious center for three weeks is a fundamental experience, as it allows students to learn first-hand about the different areas of Educational and Health Psychology, as well as to apply their knowledge in real situations.

On the other hand, the theoretical section of the program is complete and exhaustive, allowing students to delve into the fundamental aspects of the discipline such as Behavior Modification Techniques or Child and Adolescent Psychopathology and Intervention.

Therefore, this Hybrid Master's Degree in Educational and Health Psychology is presented as a unique opportunity for psychologists to update their knowledge and acquire new practical and theoretical skills in a practical and theoretical way. Accompanied by a team of psychologists with vast experience, you will be able to delve into both the theory and the most advanced practice of this psychological field.

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

- ♦ Development of more of 100's of case studies presented by the Psychology professionals experts in Educational and Health Attention
- ♦ Their graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ All this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Furthermore, you will be able to carry out an internship in one of the best Companies



This Hybrid Master's Degree offers you the possibility of complementing and enhancing your academic career without having to leave your professional responsibilities"

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Thanks to the combination of theoretical and practical classes in prestigious centers, you will be able to effectively apply all the knowledge acquired"

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

Thanks to multimedia content developed with the latest educational technology, professionals will enjoy a situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to prepare professionals for real situations. The design of this program is centered on Problem-Based Learning, through which the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

The practical approach of the program will allow you to understand and apply the most innovative techniques in Educational and Health Psychology.

With the Hybrid Master's Degree in Educational and Health Psychology, you will be able to expand your skills in the design, implementation and evaluation of psychological intervention programs.



02

Why Study this Hybrid Master's Degree?

This Hybrid Master's Degree combines theory and practice in a balanced way, allowing students to have a comprehensive learning experience. On the one hand, the theoretical section of the program is complete and exhaustive, offering a rigorous and updated in-depth study of the main topics in Educational and Health Psychology. On the other hand, the practical stay in a prestigious center for three weeks is a unique opportunity to apply the knowledge acquired in real situations and work alongside highly qualified professionals.





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This program will allow you to stay up to date on the latest research and advances in the field of Educational and Health Psychology”

1. Updating from the Latest Technology Available

The Hybrid Master's Degree in Educational and Health Psychology is an excellent option for those psychologists who are looking to update their knowledge with the latest technology available. The program is designed to offer students a complete education, which includes the latest technologies and tools of Educational and Health Psychology. Students will have the opportunity to acquire practical skills and knowledge through a combination of theory and practice.

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

The Hybrid Master's Degree in Educational and Health Psychology is a unique opportunity to deepen your knowledge in the area of Educational and Health Psychology from the experience of the best specialists. The program has a highly qualified teaching staff with experience in this field, which guarantees a rigorous up to date in the main topics of the specialty. Students will have the opportunity to work directly with the best specialists in the field.

3. Entering first-class Communication Management environments

The Hybrid Master's Degree in Educational and Health Psychology is an excellent option for learn the in professional environments with first. The program includes a practical stay in a prestigious center for three weeks, allowing students to work in a real environment and acquire practical skills and knowledge in real situations. In addition, the program offers the possibility of establishing important professional contacts and relationships for the student's professional career.

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

The Hybrid Master's Degree in Educational and Health Psychology is designed so





that students can put what they have acquired into daily practice from the very first moment. The program combines theory and practice in a balanced way, allowing students to acquire practical skills and knowledge that they can immediately apply in their daily work. In addition, the program includes a practical stay in a prestigious center, which offers a unique opportunity to work in a real environment and apply the knowledge acquired in real situations.

5. Expanding the Boundaries of Knowledge

The Hybrid Master's Degree in Educational and Health Psychology is an excellent option for Expanding the Boundaries of Knowledge. The program includes a practical stay in a prestigious center for three weeks, offers a unique opportunity to work in a real environment and acquire practical skills and knowledge in real situations. At the end of the program, students will be prepared to face the challenges of Educational and Health Psychology effectively.

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

03

Objectives

The main objective of the Hybrid Master's Degree in Educational and Health Psychology is to provide students with a complete update in the fields of Educational and Health Psychology. To this end, the program combines theory with practice, allowing students to acquire a global and realistic vision of the challenges in these fields.





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Thanks to the blended learning methodology, you will have the opportunity to interact with other professionals in the field of psychology and share knowledge with experts in the educational area"



General Objective

- The general objectives of the Hybrid Master's Degree in Educational and Health Psychology are to deepen in the fields of Educational and Health Psychology, instructing students to design, implement and evaluate intervention programs in these fields. The program also seeks to foster the development of skills for the handling of specific tools and techniques, and to provide practical instruction that allows students to apply the knowledge acquired in their daily practice



This Hybrid Master's Degree will help you develop intervention and even leadership skills to manage teams working on complex psychological projects"





Specific Objectives

Module 1. Educational Psychology

- ♦ Identify the characteristics of the theoretical models of Educational Psychology
- ♦ Recognize the uses and limitations of the theoretical models of Educational Psychology
- ♦ Discriminate assessment methods for each of the variables involved in the teaching and learning process
- ♦ Identify specific treatments for each of the variables involved in the teaching and learning process
- ♦ Identify the different fields of application of Educational Psychology and describe the mechanisms to influence the quality of life of individuals
- ♦ Identify the biological principles of psychological functions related to the development of the individual throughout his or her life. Discriminate these principles in terms of educational principles

Module 2. Developmental Psychology

- ♦ Know the functions, characteristics and limitations of the different theoretical models of developmental psychology, applying the psychological processes applied to the evolutionary development of individuals throughout the life cycle
- ♦ Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality
- ♦ Know different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of results in the different areas of the individual's development
- ♦ Know the different fields of application of developmental psychology and have the necessary knowledge to influence and promote the quality of life of individuals in their different developmental contexts
- ♦ Identify the features of theoretical models of Developmental Psychology and be aware of the value and limitations of theoretical models of Developmental Psychology
- ♦ Discriminate the basic principles of the different psychological processes related to the evolutionary development of individuals. Explain the functioning of the basic laws of psychology in the development of the subject throughout the life cycle
- ♦ Identify the different fields of application of Developmental Psychology

Module 3. Neuroscience

- ♦ Describe and measure variables (personality, intelligence and other skills, etc.) and cognitive, emotional, psychobiological and behavioral processes
- ♦ Identify group and intergroup problems and needs
- ♦ Learn to provide feedback to recipients in an appropriate and accurate manner
- ♦ Explain human motivations, the biological structures that support them and the psychological mechanisms that organize them
- ♦ Explain the relationship between biological functioning and behavior
- ♦ Understand terminology from the fields of psychobiology, biology, genetics and ethology in order to acquire these language skills
- ♦ Possess critical judgment skills to evaluate processes or situations objectively
- ♦ Know and evaluate the main bibliography, both general and specific, related to a problem or object of study

Module 4. Psychology of Learning

- ♦ Know and comply with the deontological obligations of Psychology
- ♦ Possess critical judgment skills to evaluate processes or situations objectively
- ♦ Master association-based learning: classical, operant and causal conditioning; spatial, observational (vicarious) learning, learning of concepts, categories, and learning of skills and strategies
- ♦ Learn the three main principles of thinking , reasoning, decision making and problem solving

Module 5. Psychological Evaluation

- ♦ Plan and conduct an interview
- ♦ Use strategies and techniques to involve the target audience in the intervention
- ♦ Select and construct indicators and measurement techniques to evaluate programs and interventions
- ♦ Measure and obtain relevant data for the evaluation of interventions
- ♦ Analyze and interpret the results of the assessment
- ♦ Have a critical view of the different psychometric instruments published in order to enable a responsible use of them

Module 6. Disorders in Language Development

- ♦ Promote an attitude of appreciation and respect towards students with specific educational support needs derived from difficulties in language development
- ♦ Detect, analyze, and intervene on possible barriers to learning
- ♦ Know the prevention, detection and evaluation of specific educational support needs derived from difficulties in language development
- ♦ Design plans and programs with families and other relevant educational agents to prevent and/or intervene in specific educational support needs derived from language development difficulties
- ♦ Identify, analyze, and evaluate the evolutionary characteristics, needs and demands, problems, and differences of the human being in the different stages of the life cycle
- ♦ Know evolutionary advice to the agents involved in the different contexts

Module 7. Child and Adolescent Psychopathology and Intervention

- ♦ Know the characteristics and fundamental aspects of child and adolescent psychopathology
- ♦ Identify the different psychopathological disorders in childhood and adolescence
- ♦ Evaluate the clinical presentation in the vital stage of childhood and adolescence
- ♦ Differentiate between child and adolescent treatment and treatment at other life stages
- ♦ Diagnose the different child and adolescent pathologies
- ♦ Treat the existing psychopathology

Module 8. Early Care

- ♦ Identify, analyze, and evaluate the evolutionary characteristics, needs, demands, problems, and differences of the human being in the different stages of the life cycle
- ♦ Know the bases and principles of developmental intervention and its preventive, optimizing, and therapeutic character
- ♦ Know how to provide developmental counseling to the agents involved in the different contexts
- ♦ Know how to elaborate oral and written reports on development in the different stages of the life cycle
- ♦ Generate a self-reflective attitude towards one's own development together with an evolutionary sensitivity towards the development of others
- ♦ Know and comply with the deontological obligations of Psychology

Module 9. Affective and Social Development

- ♦ Learn the affective and social development throughout the life cycle, establishing a relationship with the developmental contexts and with the other areas of psychological development of the person
- ♦ Learn about topics such as the development of attachment and its subsequent evolution throughout the life cycle, the role of the peer group and social relationships in childhood, puberty, adolescence, youth, adulthood and old age
- ♦ The evolution and importance of family relationships throughout the life cycle, the role of family and school in emotional and social development
- ♦ Understanding emotional development: what facilitates it, what research indicates about the capacity for emotional self-regulation (influences, consequences on academic and professional performance, etc.) and how it evolves over time

Module 10. Behavior Modification Techniques

- ♦ Correctly describe the goals of and negotiate them appropriately with those involved in the intervention
- ♦ Measure the variables involved in cognitive-behavioral treatments
- ♦ Identify and interpret personal factors in relation to individual differences in cognitive intervention
- ♦ Conduct accurate assessments useful for cognitive-behavioral intervention
- ♦ Delineate the therapeutic goals and the intervention process
- ♦ Discriminate between cognitive intervention techniques appropriate to the case
- ♦ Identify appropriate direct intervention methods according to therapeutic purposes, as well as appropriate to clinical and socio-health contexts
- ♦ Measuring the results of cognitive-behavioral intervention
- ♦ Know the functions, characteristics and limitations of the different theoretical models of developmental psychology, applying the psychological processes applied to the evolutionary development of individuals throughout the life cycle
- ♦ Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality





- ♦ Know different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of results in the different areas of the individual's development
- ♦ Know the different fields of application of developmental psychology and have the necessary knowledge to influence and promote the quality of life of individuals in their different developmental contexts
- ♦ Identify the characteristics of the theoretical models of Developmental Psychology
- ♦ Recognize the functions and limitations of the theoretical models of Developmental Psychology
- ♦ Discriminate the basic principles of the different psychological processes related to the evolutionary development of individuals
- ♦ Explain the functioning of the basic laws of psychology in the development of the subject throughout the life cycle
- ♦ Identify the different fields of application of Developmental Psychology

04 Skills

After passing the evaluations of the Hybrid Master's Degree in Educational and Health Psychology, the professional will gain both most up-to-date professionals. This will enable them to work with optimum quality in an increasingly changing and demanding context. In turn, these skills will enable you to provide your patient with more personalized care that meets international standards of care.





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*Upon completion of the program,
you will be prepared to face the most
complex challenges in the field of
Educational and Health Psychology”*



General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the field of study
- ♦ Communicate their conclusions, knowledge and rationale to specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Acquire the learning skills that will enable further studying in a largely self-directed or autonomous manner
- ♦ Promote the quality of life of individuals, groups, communities and organizations in different contexts





Specific Skills

- ♦ Know how to intervene in any aspect of Educational Psychology
- ♦ Apply the intervention skills of an expert in Developmental Psychology
- ♦ Learn about the advances in neuroscience in the field of psychology
- ♦ Apply advances in psychology to learning
- ♦ Perform a complete psychological evaluation and its interpretation
- ♦ Act on language disorders
- ♦ Psychological intervention in children, adolescents and young adults
- ♦ Know how to work from early care
- ♦ Plan and develop behavior modification techniques



By enrolling in this Hybrid Master's Degree in Educational and Health Psychology you will have the opportunity to learn from real cases and practical experiences"

05

Educational Plan

The planning of the theoretical teaching in the Hybrid Master's Degree in Educational and Health Psychology is carefully designed to provide students with a solid and coherent learning experience. The program is divided into modules covering a wide range of topics, from theory and research in psychology to practical applications in education and health. Each module is structured in thematic units that complement each other and allow students to acquire the necessary knowledge and skills to face the current challenges in these areas.





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At the end of the program, you will have the ability to develop psychological research projects in the educational setting”

Module 1. Educational Psychology

- 1.1. History, Concept and Current Trends in Educational Psychology
 - 1.1.1. History: Beginning, Birth and Consolidation of Educational Psychology
 - 1.1.2. Conceptual Issues and Epistemological Diversity
 - 1.1.3. Educational Research Methodology
- 1.2. Nature, Characteristics and Approaches to Learning
 - 1.2.1. Introduction
 - 1.2.2. Learning Metaphors
 - 1.2.3. Conclusions
- 1.3. Behavioral Theories and Implications for Education
 - 1.3.1. Classical Conditioning in the Educational Context
 - 1.3.2. Instrumental Conditioning in the Educational Context
 - 1.3.3. Operant Conditioning in the Educational Context
 - 1.3.4. Social Learning by Bandura
 - 1.3.5. Techniques of Behavior Modification Based on Conditionings
- 1.4. Theories of Information Processing
 - 1.4.1. Beginnings, Influence Centers and Consolidation Period
 - 1.4.2. Adaptive Thought Control Theory
 - 1.4.3. Theory of Schemes
 - 1.4.4. Information Processing Theory
- 1.5. Cognitive Learning Theories
 - 1.5.1. Classic Theories
 - 1.5.2. Current Theories
 - 1.5.3. Implications in the Current Educational Context
- 1.6. Intelligence
 - 1.6.1. Conceptualization
 - 1.6.2. Psychometric Approach Theories
 - 1.6.3. Assessment Tools
 - 1.6.4. Cognitive/Actual Theories
 - 1.6.5. Current Theories
 - 1.6.6. Feuerstein's Model
 - 1.6.7. Sternberg Triarchic Theory
 - 1.6.8. Gardner's Theory of Multiple Intelligences
 - 1.6.9. Emotional Intelligence by Salovey, Mayer and Caruso
 - 1.6.10. Assessment Tools
 - 1.6.11. Intervention Programs
- 1.7. Learning Styles and Thinking
 - 1.7.1. Conceptualization
 - 1.7.2. Typologies, Features and Differential Criteria
 - 1.7.3. Assessment Tools
- 1.8. School Motivation and Learning
 - 1.8.1. Conceptualization and Explanatory Models of Motivation
 - 1.8.2. Types of Motivation
 - 1.8.3. Academic Goals
 - 1.8.4. Motivation for Achievement
 - 1.8.5. Assessment Tools
 - 1.8.6. Intervention Models
- 1.9. Creativity Conceptual Approach
 - 1.9.1. Classic Models
 - 1.9.2. Current Models
 - 1.9.3. Assessment Tools
 - 1.9.4. Educational Applications
- 1.10. Interpersonal Relationships and Social Skills
 - 1.10.1. Classroom Group Processes
 - 1.10.2. Classroom Dynamics
 - 1.10.3. Conclusions

Module 2. Developmental Psychology

- 2.1. Fundamentals and Introduction to Developmental Psychology I
 - 2.1.1. Objective
 - 2.1.2. Introduction
 - 2.1.3. Maturation, Concept and Evolutionary Importance
 - 2.1.4. Gradual Development
 - 2.1.5. Life Cycle Development
 - 2.1.6. Multidimensional Development
 - 2.1.7. A Common Development, but at a Different Pace
 - 2.1.8. Factors to Consider
 - 2.1.9. Conclusions
 - 2.1.10. Summary
 - 2.1.11. References
- 2.2. Fundamentals and Introduction to Developmental Psychology II
 - 2.2.1. Objective
 - 2.2.2. Introduction
 - 2.2.3. Developmental Origins and the Figure of the Child
 - 2.2.4. First Approaches to the Study of Development
 - 2.2.5. Early Scientific Work on Development
 - 2.2.6. Study Methodology
 - 2.2.7. Case Studies
 - 2.2.8. Some Experimental Designs
 - 2.2.9. Theories to Consider
 - 2.2.10. Conclusions
 - 2.2.11. Summary
 - 2.2.12. References
- 2.3. Prenatal Development
 - 2.3.1. Introduction
 - 2.3.2. Prenatal Development
 - 2.3.3. The Germinal Phase
 - 2.3.4. The Embryonic Stage
 - 2.3.5. The Fetal Stage
 - 2.3.6. Conclusions
 - 2.3.7. Summary
 - 2.3.8. References
- 2.4. Neuropsychological Development in Childhood
 - 2.4.1. Introduction
 - 2.4.2. Development of the Concept of Self and the Self-Concept
 - 2.4.3. Conclusions
 - 2.4.4. Summary
 - 2.4.5. Bibliography
- 2.5. Piaget's Theory of Cognitive Development
 - 2.5.1. Introduction
 - 2.5.2. Jean Piaget
 - 2.5.3. Biological Importance
 - 2.5.4. The Concept of Intelligence
 - 2.5.5. Intellectual Development in the Child according to Piaget
 - 2.5.6. Stages of Development
 - 2.5.7. Conclusions
 - 2.5.8. Summary
 - 2.5.9. Bibliography

- 2.6. Sociocultural Perspective, Information Processing Theory and Bruners Theory
 - 2.6.1. Introduction
 - 2.6.2. Vygotsky
 - 2.6.3. Zone of Proximal Development (ZDP) and Assisted Learning
 - 2.6.4. Vygotsky's Concept of Thought
 - 2.6.5. The Development of Language for Vygotsky
 - 2.6.6. Relationship Between Thought and Language
 - 2.6.7. Jerome Bruner
 - 2.6.8. Conclusions
 - 2.6.9. Summary
 - 2.6.10. Bibliography
- 2.7. Psychomotor Development: Fine and Gross Psychomotor Development
 - 2.7.1. Introduction
 - 2.7.2. Psychomotor Development
 - 2.7.3. Psychomotricity: the Body Scheme
 - 2.7.4. Gross Psychomotricity
 - 2.7.5. Fine Psychomotor Skills
 - 2.7.6. Motor Development Over Time
 - 2.7.7. Development of Fine Motor Skills
 - 2.7.8. Conclusions
 - 2.7.9. Summary
 - 2.7.10. References
- 2.8. Introduction and Fundamental Elements of Language Development
 - 2.8.1. Introduction
 - 2.8.2. The Beginnings of Language
 - 2.8.3. First Language Steps
 - 2.8.4. The First Words
 - 2.8.5. The First Sentences
 - 2.8.6. Conclusions
 - 2.8.7. Summary
 - 2.8.8. References

- 2.9. Prelinguistic and Linguistic Stage
 - 2.9.1. Introduction
 - 2.9.2. Conclusions
 - 2.9.3. Summary
 - 2.9.4. Bibliography
- 2.10. Disorders Related to Language Development
 - 2.10.1. Introduction
 - 2.10.2. Conclusions
 - 2.10.3. Bibliography

Module 3. Neuroscience

- 3.1. The Nervous System and Neurons
 - 3.1.1. The Formation of the Nervous System
 - 3.1.2. Types of Neurons
- 3.2. Neurobiological Principles of the Brain
 - 3.2.1. Brain Hemispheres and Lobes
 - 3.2.2. Localizationism vs Brain Functionalism
- 3.3. Genetics and Neurodevelopment
 - 3.3.1. Undifferentiated Neurons
 - 3.3.2. Programmed Neuronal Death
- 3.4. Myelination
 - 3.4.1. Inter-Neuronal Electrical Communication
 - 3.4.2. Role of Myelin in Neurons
- 3.5. Brain Neurochemistry
 - 3.5.1. Interneuronal Chemical Communication
 - 3.5.2. Neurohormones and Their Functions
- 3.6. Plasticity and Brain Development
 - 3.6.1. Age vs Neuronal Plasticity
 - 3.6.2. Neurodevelopment
- 3.7. Hemispheric Differences
 - 3.7.1. Right Brain
 - 3.7.2. Left Brain

- 3.8. Interhemispheric Connectivity
 - 3.8.1. White Matter
 - 3.8.2. Differences Between Genders
- 3.9. Localizationism vs Functionalism
 - 3.9.1. Hemispheric Functions
 - 3.9.2. New Localizationism
- 3.10. Invasive vs Non-Invasive Techniques for Studying the Brain
 - 3.10.1. Invasive Techniques
 - 3.10.2. Non-Invasive Techniques

Module 4. Psychology of Learning

- 4.1. Learning and Classical Conditioning
 - 4.1.1. Introduction
 - 4.1.2. Reflex, Habituation and Sensitization
 - 4.1.3. Classical Conditioning
- 4.2. Operant Conditioning
 - 4.2.1. Basics of Operant Conditioning
 - 4.2.2. Reinforcement and Punishment Programs
 - 4.2.3. Extinction
- 4.3. Causal Learning
 - 4.3.1. Introduction
 - 4.3.2. Causal Learning Models
 - 4.3.3. Learned Helplessness
- 4.4. Spatial Learning
 - 4.4.1. Introduction
 - 4.4.2. Tolman, Pioneer of Spatial Learning
 - 4.4.3. Conclusions
- 4.5. Learning by Observation
 - 4.5.1. Introduction
 - 4.5.2. Observational Learning
 - 4.5.3. Bandura's Social Learning Theory
 - 4.5.4. Alternatives to Imitation
 - 4.5.5. Brain Substrates: Mirror Neurons
- 4.6. Learning Concepts and Categories, Skills and Strategies
 - 4.6.1. Introduction
 - 4.6.2. Learning of Abstract Relationships (Categories and Concepts)
 - 4.6.3. Learning Skills
 - 4.6.4. Learning Strategies
- 4.7. Deductive Reasoning
 - 4.7.1. Introduction
 - 4.7.2. Deductive Reasoning: Propositional
 - 4.7.3. Key Inferences
 - 4.7.4. Reasoning Theories
- 4.8. Probabilistic Reasoning
 - 4.8.1. Introduction to Inductive Reasoning: Categorical Induction
 - 4.8.2. Introduction to Probabilistic Reasoning
 - 4.8.3. Heuristics
 - 4.8.4. Mental Models Theory
- 4.9. Learning, Motivation, and Emotions
 - 4.9.1. Introduction
 - 4.9.2. Normative Decision Theory
 - 4.9.3. Decision Making
- 4.10. Contextual Reasoning
 - 4.10.1. Daily Reasoning
 - 4.10.2. Argumentative Skills
 - 4.10.3. Creativity

Module 5. Psychological Evaluation

- 5.1. Theoretical Foundations of Psychological Assessment
 - 5.1.1. Definition and Objectives
 - 5.1.2. Contents of the Neuropsychological Evaluation
 - 5.1.3. Conclusions
- 5.2. Anamnesis or Medical History
 - 5.2.1. Introduction and Role of the Clinical History
 - 5.2.2. Compilation of Clinical History
 - 5.2.3. History Content
- 5.3. Clinical Interview and Behavioral Observation
 - 5.3.1. Clinical Interview
 - 5.3.2. Observation of the Interviewee's Behavior
 - 5.3.3. Conclusions
- 5.4. Essential Elements of Selection, Administration and Proofreading
 - 5.4.1. Record Keeping and Note Taking
 - 5.4.2. Test Standards Procedures
 - 5.4.3. Proofreading
 - 5.4.4. Interpreting Tests
- 5.5. Special Populations in Neuropsychological Evaluation
 - 5.5.1. Application of Tests to Patients with Aphasia
 - 5.5.2. Application of Tests to Patients with Motor Impairment
 - 5.5.3. Child Neuropsychological Evaluations
 - 5.5.4. Geroneuropsychology
 - 5.5.5. Psychiatric Behaviours
 - 5.5.6. Forensics Neuropsychological Evaluations
- 5.6. Psychological Report Writing
 - 5.6.1. Introduction
 - 5.6.2. Writing a Neuropsychological Report
 - 5.6.3. Organisation of a Neuropsychological Report
- 5.7. Instruments for the Assessment of Intelligence and Attention
 - 5.7.1. Wechsler Scale
 - 5.7.2. Reynolds Scales
 - 5.7.3. Kaufman Scales
 - 5.7.4. Stanford-Binet Scales
 - 5.7.5. Raven Scales
 - 5.7.6. Color Trail Test
 - 5.7.7. Trail-Making Test
 - 5.7.8. Continuous performance test
 - 5.7.9. Digit Spam
 - 5.7.10. Face Difference Perception Test
 - 5.7.11. Attention and Concentration Test
- 5.8. Instruments for the Assessment of Executive Functions, Learning and Memory
 - 5.8.1. Behavioural Assessment of the Disexecutive Syndrome BADS
 - 5.8.2. Tower of Hanoi/Seville, Ring Test
 - 5.8.3. Stroop Color and Word Test
 - 5.8.4. Neuropsychological Evaluation of Executive Functions in Children ENFEN
 - 5.8.5. Wisconsin Card Sorting Test
 - 5.8.6. Porteus Maze Test
 - 5.8.7. California Verbal Learning Test (CVLT)
 - 5.8.8. Wechsler Memory Scales-iv
 - 5.8.9. Spain-Complutense Verbal Learning Test TAVEC and TAVECI
 - 5.8.10. TOMAL Memory and Learning Test

- 5.9. Instruments for the Assessment of Motor, Visual, Visuospatial and Visuotactile Functions
 - 5.9.1. Clock Test
 - 5.9.2. King Osterrieth Figure Copy Test
 - 5.9.3. Bender Visuomotor Gestaltic Test
 - 5.9.4. Frostig Visual Perception Development Test
 - 5.9.5. Benton Visual Retention Test TRVB
 - 5.9.6. Superimposed Figures Recognition Test
 - 5.9.7. Right-Left Recognition Test
 - 5.9.8. Design Test with Cubes and Puzzles
 - 5.9.9. Object Recognition Test and Finger Recognition Test
 - 5.9.10. Tests for Motor Skills Assessment
- 5.10. Neuropsychological Tests
 - 5.10.1. Luria-Christensen Test
 - 5.10.2. Integrated Neuropsychological Screening Program Barcelona
 - 5.10.3. Cumanin and Cumanes Neuropsychological Maturity Questionnaire
 - 5.10.4. Mini-Mental Cognitive Examination MMSE
 - 5.10.5. Brief Neuropsychological Battery NEUROPSI

Module 6. Disorders in Language Development

- 6.1. Introduction
- 6.2. Thought and Language: Their Relationships
 - 6.2.1. Theories Explaining its Development
 - 6.2.2. Thought and Language. Interdependence
 - 6.2.3. The Place of Language in Learning
- 6.3. Relationship between Language and Learning Difficulties
 - 6.3.1. Communication, Language, Speech and Language
 - 6.3.2. Language Development General
 - 6.3.3. Language Impairment Prevention

- 6.4. Delayed Language Development and its Implications for Learning Difficulties
 - 6.4.1. Conceptualization of Language Development Delay and its Characterization
 - 6.4.2. Causes of Delayed Language Development
 - 6.4.3. Importance of Early Identification and Care at School
 - 6.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
- 6.5. Most Common Language Disorders in Students
 - 6.5.1. Concepts and Delimitations
 - 6.5.2. Speech Disorders. Their Manifestations in the Different Components: Phonetics, Phonology, Morpho-Lexical, Syntax, Semantics and Pragmatics
 - 6.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia and Stuttering
- 6.6. Language Evaluation
 - 6.6.1. Assessment Tools
 - 6.6.2. Components to be Evaluated
 - 6.6.3. Evaluation Report
- 6.7. Attention to Language Disorders in Educational Institutions
 - 6.7.1. Language Disorders
 - 6.7.2. Speech Disorders
- 6.8. Activities for the Integration of Knowledge and its Practical Application
- 6.9. Recommending Readings
- 6.10. Bibliography

Module 7. Child and Adolescent Psychopathology and Intervention

- 7.1. Child and Adolescent Psychopathology: Fundamental Aspects
 - 7.1.1. Comorbidity with other Disorders
 - 7.1.2. Psychopathology and Different Contexts
 - 7.1.3. Vulnerability and Associated Risk
- 7.2. Classification of Child and Adolescent Psychopathological Disorders
 - 7.2.1. Criteria of Abnormal Behavior
 - 7.2.2. Disorders and their Classification
 - 7.2.3. Properties of Child Psychopathology Classifications
- 7.3. Assessment of Disorders in Children: General Characteristics
 - 7.3.1. Diagnostic Evaluation in Childhood: Characteristics
 - 7.3.2. The Evaluation Process: Phases and Instruments
- 7.4. The Intervention in Infantile Stages: Differential Aspects
 - 7.4.1. Specific Characteristics
 - 7.4.2. The Intervention Process
 - 7.4.3. Limitations of the Intervention
- 7.5. Attention Deficit Hyperactivity Disorder
 - 7.5.1. Description, Characteristics
 - 7.5.2. Clinical Diagnosis and Assessment of the Disorder
 - 7.5.3. Treatment
- 7.6. Autism Spectrum Disorders
 - 7.6.1. Description and Characteristics
 - 7.6.2. Assessment and Therapeutic Interventions
- 7.7. Childhood and Adolescent Depression
 - 7.7.1. Features
 - 7.7.2. Assessment of the Disorder
 - 7.7.3. Treatment
- 7.8. Childhood Anxiety Disorders and Phobias
 - 7.8.1. Features
 - 7.8.2. Psychological Assessment.
 - 7.8.3. Treatment

- 7.9. Disruptive Behavior Disorders
 - 7.9.1. Description and Clinical Characteristics
 - 7.9.2. Assessment of the Disorder
 - 7.9.3. Treatment
- 7.10. Different Clinical Entities of Interest in Infantile-Juvenile Stages
 - 7.10.1. Abuse and Maltreatment
 - 7.10.2. Physical Illnesses
 - 7.10.3. Chronic Pain

Module 8. Early Care

- 8.1. Introduction
 - 8.1.1. Prevention of Needs
- 8.2. Language Intervention
 - 8.2.1. Language Disorders
- 8.3. Intervention in the Development
 - 8.3.1. Prenatal and Non-Prenatal Origin
- 8.4. Intervention in Emotional Disorders
 - 8.4.1. Difficulties in Emotional Development
- 8.5. Mistreatment and Abuse
 - 8.5.1. Family Context
- 8.6. Attachment Disorders
 - 8.6.1. The Attachment Figure
- 8.7. Intervention in Sensory Alterations
 - 8.7.1. Sensory Disturbances
- 8.8. Attention Deficit and Hyperactivity Disorder
 - 8.8.1. Comorbidity with other Disorders
- 8.9. Minority Syndromes and Rare Diseases
 - 8.9.1. Social Exclusions and Difficulties
- 8.10. Elaboration of Intervention Programs
 - 8.10.1. Evaluation and Intervention Instruments

Module 9. Affective and Social Development

- 9.1. Introduction to the Study of Affective and Social Development
 - 9.1.1. Introduction
 - 9.1.2. Explanatory Theories
 - 9.1.3. Classification of Social Development Studies
- 9.2. Beginning of Affective Relationships
 - 9.2.1. Conditions Necessary for an Attachment to Form
 - 9.2.2. Guidance for Parents to Improve Interaction with the Child with a Disability
 - 9.2.3. The Formation of the First Attachment
 - 9.2.4. Components of the Attachment Relationship
 - 9.2.5. Evolution of Attachment During Childhood
- 9.3. Development and Evolution of Attachment in Infancy
 - 9.3.1. Theories on Affective Development
 - 9.3.2. Affective Development
 - 9.3.3. Types of Attachment
 - 9.3.4. Emotional Development
- 9.4. Development of Attachment from Adolescence to Adulthood
 - 9.4.1. Attachment in Adolescence
 - 9.4.2. Attachment in Young Adults
 - 9.4.3. Attachment in Middle-Aged and Older Adults
 - 9.4.4. Differences in Attachment in Adulthood
- 9.5. Development of Personal Identity
 - 9.5.1. The Development of the Self-Concept
 - 9.5.2. Self-Esteem: the Evaluation Component of Self-Esteem
 - 9.5.3. The Development of Self-Control
 - 9.5.4. Who Am I Going to Be? Forging an Identity
 - 9.5.5. The Other Side of Social Cognition: Getting to Know Others
- 9.6. Peer-to-Peer Relationships
 - 9.6.1. Peers: a New Social Experience?
 - 9.6.2. Sibling Relationships from 2 to 6 Years of Age
 - 9.6.3. Social Interactions in Play, Aggressiveness and Prosociality
 - 9.6.4. Peer Relationships: Friendship
 - 9.6.5. Children's Groups and Dominance Hierarchies
 - 9.6.6. The Determinants of Social Experience
- 9.7. Social Development in Adolescence
 - 9.7.1. Model of Individual Change: Erikson's Theory
 - 9.7.2. Self-Concept and Self-Esteem
 - 9.7.3. Family Relationships
 - 9.7.4. Relationships with Peers
- 9.8. Moral Development
 - 9.8.1. What is Moral Development?
 - 9.8.2. Moral Thinking
 - 9.8.3. Moral Behavior
 - 9.8.4. Moral Sentiments
 - 9.8.5. Moral Education
 - 9.8.6. Values, Religion and Sects
- 9.9. Early Promotion of Emotional Development
 - 9.9.1. Factors that Determine Parental Performance
 - 9.9.2. Intervention Models
 - 9.9.3. Educational Criteria for Parents
- 9.10. Intervention in Social Development
 - 9.10.1. Family Education and Social Competence
 - 9.10.2. Assessment of Social Competence in Young Children
 - 9.10.3. Development of Social Competence in the Early Childhood School
 - 9.10.4. Procedures for Developing Social Competence in Early Childhood Schools
 - 9.10.5. Prevention of Antisocial Behavior

Module 10. Behavior Modification Techniques

- 10.1. Introduction: What is Behavior Modification?
 - 10.1.1. Delimitation of Behavior Modification
 - 10.1.2. Brief Historical Development of Behavior Modification
 - 10.1.3. Basic Assumptions of Behavior Modification
 - 10.1.4. Fundamental Currents of Behavior Modification
- 10.2. Behavioral Assessment
 - 10.2.1. Introduction
 - 10.2.2. Define Behavior
 - 10.2.3. Record of Behavior
 - 10.2.4. Behavioral Analysis
- 10.3. Learning Principles applied to Behavior Modification
 - 10.3.1. Introduction
 - 10.3.2. Definition of Reinforcement and Punishment
 - 10.3.3. Types of Reinforcers
 - 10.3.4. The Principle of Premack
 - 10.3.5. Choice of Reinforcers
 - 10.3.6. Enhancer Applications
 - 10.3.7. Reinforcement Programs
- 10.4. Contingency Control (I): Procedures for Developing and Maintaining Behavioral Behaviors
 - 10.4.1. Simple Contingency Techniques (Reinforcement, Shaping, Chaining and Fading)
 - 10.4.2. Organized Contingency Systems (Behavioral Contracts, Token Economy)
 - 10.4.3. Modeling and Social Skills Training





- 10.5. Contingency Control (II): Procedures to Reduce Behaviors
 - 10.5.1. Extinction
 - 10.5.2. Differential Reinforcement
 - 10.5.3. Stimulus Control
 - 10.5.4. Cost of Response
 - 10.5.5. Time Off
 - 10.5.6. Satiation
 - 10.5.7. Overcorrection
 - 10.5.8. Positive Punishment
 - 10.5.9. Covert Techniques
 - 10.5.10. Aversive Techniques
- 10.6. Muscle Relaxation and Abdominal Breathing
 - 10.6.1. Introduction: Framework of the Techniques
 - 10.6.2. Progressive Muscular Relaxation
 - 10.6.3. Abdominal Breathing
- 10.7. Systematic Desensitization and its Variants
 - 10.7.1. Systematic Desensitization
 - 10.7.2. Live Desensitization
 - 10.7.3. Desensitization as a Control Technique
- 10.8. Exposure Techniques
 - 10.8.1. Exposure Procedures
 - 10.8.2. Variants and Variables Involved in Exposure
 - 10.8.3. Conclusions
- 10.9. Stress Inoculation and Other Coping Techniques
 - 10.9.1. Introduction
 - 10.9.2. Procedure of the Stress Inoculation
 - 10.9.3. Conclusions
- 10.10. The Acceptance and Commitment Therapy Approach
 - 10.10.1. Introduction
 - 10.10.2. Philosophical and Theoretical Presuppositions
 - 10.10.3. Elements of Therapy
 - 10.10.4. Therapy Phases
 - 10.10.5. Clinical Applications and Assessment

06

Clinical Internship

After passing the online theoretical period, the program includes a practical learning period in a reference clinical center. The student will have at their disposal the support of a tutor who will accompany them during the whole process, both in the preparation and in the development of the clinical practice.





“

This program will help you to deepen and apply the ethical principles of educational and health psychology in your professional practice “

In this completely practical Internship Program, the activities are aimed at developing and perfecting the skills necessary to provide Psychological in areas and conditions that require highly qualified professionals, and are oriented towards specific expertise for practicing the activity, in a safe environment for the patient and with highly professional performance.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other learning partners that facilitate teamwork and multidisciplinary integration as transversal competencies for from Psychological praxis Educational(learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the program, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:





Module	Practical Activity
Development of clinical skills through direct intervention in real cases	Perform assessment and diagnosis of a clinical case under the supervision of an experienced professional
	Develop and implement a treatment plan for a patient or user who comes to the practice center
	Participate in individual or group therapy sessions to improve therapeutic skills
	Perform prevention and health promotion interventions in different populations
	Provide emergency psychological care in critical situations
Observation and analysis of therapy sessions for the improvement of therapeutic competencies	Observe and analyze individual or group therapy sessions to identify relevant aspects of the therapeutic relationship
	Analyze the intervention process of an experienced therapist and apply it in practice sessions
	Identify cognitive and emotional biases in patients or users and learn how to manage them appropriately
	Analyze the main models and theoretical approaches to psychotherapy and apply them to real cases
	Identify factors influencing treatment adherence and apply strategies to improve adherence
Design and application of psychological intervention programs adapted to different populations	Design a psychological intervention program for a specific population (children, adolescents, older adults, etc.)
	Apply psychological intervention techniques adapted to the cultural and social diversity of the populations served
	Evaluate the effectiveness of a psychological intervention program and propose improvements
	Use technology for the design and application of remote psychological intervention programs
	Design a group psychological intervention program and implement it in the internship center
Collaboration with multidisciplinary teams for comprehensive patient and user care	Participate in team meetings to discuss and evaluate the evolution of a clinical case
	Collaborate with other health care professionals in the development of a comprehensive treatment plan
	Perform psychological interventions in collaboration with other professionals (doctors, nurses, social workers, etc.)
	Participate in prevention and health promotion activities in collaboration with other professionals
	Collaboration with multidisciplinary teams for comprehensive patient and user care

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical learning period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

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

1. TUTOR: During the Hybrid Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

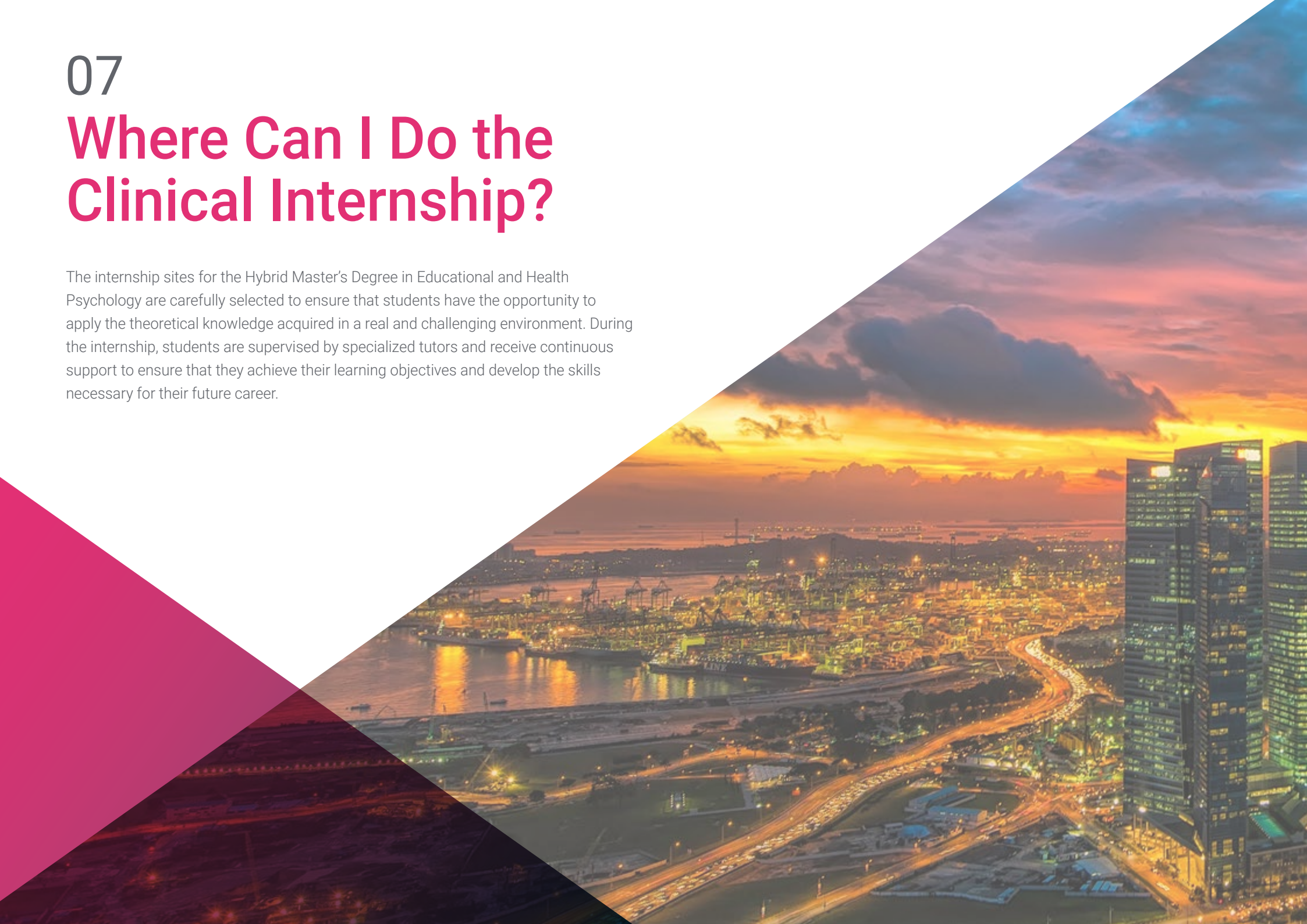
7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

07

Where Can I Do the Clinical Internship?

The internship sites for the Hybrid Master's Degree in Educational and Health Psychology are carefully selected to ensure that students have the opportunity to apply the theoretical knowledge acquired in a real and challenging environment. During the internship, students are supervised by specialized tutors and receive continuous support to ensure that they achieve their learning objectives and develop the skills necessary for their future career.



“

You will be able to access a high-level program, which will allow you to learn first-hand about the most prestigious the most prestigious clinical practice"



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



Psychology

Hospital HM Modelo

Country	City
Spain	La Coruña

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

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

Related internship programs:

- Anaesthesiology and Resuscitation
- Spine Surgery



Psychology

Hospital HM Rosaleda

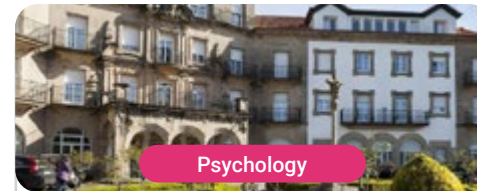
Country	City
Spain	La Coruña

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

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

Related internship programs:

- Hair Transplantation
- Orthodontics and Dentofacial Orthopedics



Psychology

Hospital HM La Esperanza

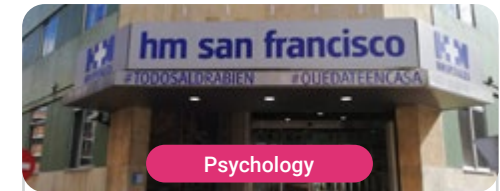
Country	City
Spain	La Coruña

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

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

Related internship programs:

- Oncology Nursing
- Clinical Ophthalmology



Psychology

Hospital HM San Francisco

Country	City
Spain	León

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

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

Related internship programs:

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



Psychology

Hospital HM Regla

Country	City
Spain	León

Management: Calle Cardenal Landázuri, 2, 24003, León

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

Related internship programs:

- Psychiatric Treatments Update in Minor Patients



Psychology

Hospital HM Montepíncipe

Country	City
Spain	Madrid

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

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

Related internship programs:

- Child Orthopedics
- Aesthetic Medicine



Psychology

Hospital HM Torrelodones

Country	City
Spain	Madrid

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

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

Related internship programs:

- Anaesthesiology and Resuscitation
- Hospital Pediatrics



Psychology

Hospital HM Sanchinarro

Country	City
Spain	Madrid

Management: Calle de Oña, 10, 28050, Madrid
 Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Sleep Medicine



Psychology

Policlínico HM Gabinete Velázquez

Country	City
Spain	Madrid

Management: C. de Jorge Juan, 19, 1º 28001, 28001, Madrid

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

Related internship programs:

- Clinical Nutrition in Medicine
- Aesthetic Plastic Surgery



Psychology

Policlínico HM La Paloma

Country	City
Spain	Madrid

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

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

Related internship programs:

- Advanced Operating Room Nursing
- Orthodontics and Dentofacial Orthopedics



Psychology

Policlínico HM Moraleja

Country	City
Spain	Madrid

Management: P.º de Alcobendas, 10, 28109, Alcobendas, Madrid

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

Related internship programs:

- Rehabilitation Medicine in Acquired Brain Injury Management



Psychology

Policlínico HM Sanchinarro

Country	City
Spain	Madrid

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

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

Related internship programs:

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



Psychology

Policlínico HM Virgen del Val

Country	City
Spain	Madrid

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

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

Related internship programs:

- Diagnosis in Physiotherapy
- Physiotherapy in Early Care



Psychology

Policlínico HM Rosaleda Lalín

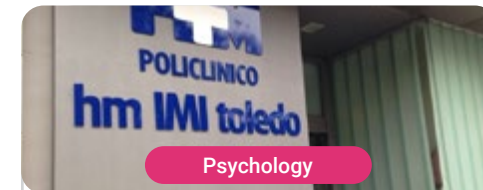
Country	City
Spain	Pontevedra

Management: Av. Buenos Aires, 102, 36500, Lalín, Pontevedra

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

Related internship programs:

- Advances in Hematology and Hemotherapy
- Neurological Physiotherapy



Psychology

Policlínico HM Imi Toledo

Country	City
Spain	Toledo

Management: Av. de Irlanda, 21, 45005, Toledo

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

Related internship programs:

- Electrotherapy in Rehabilitation Medicine
- Hair Transplantation

08

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.



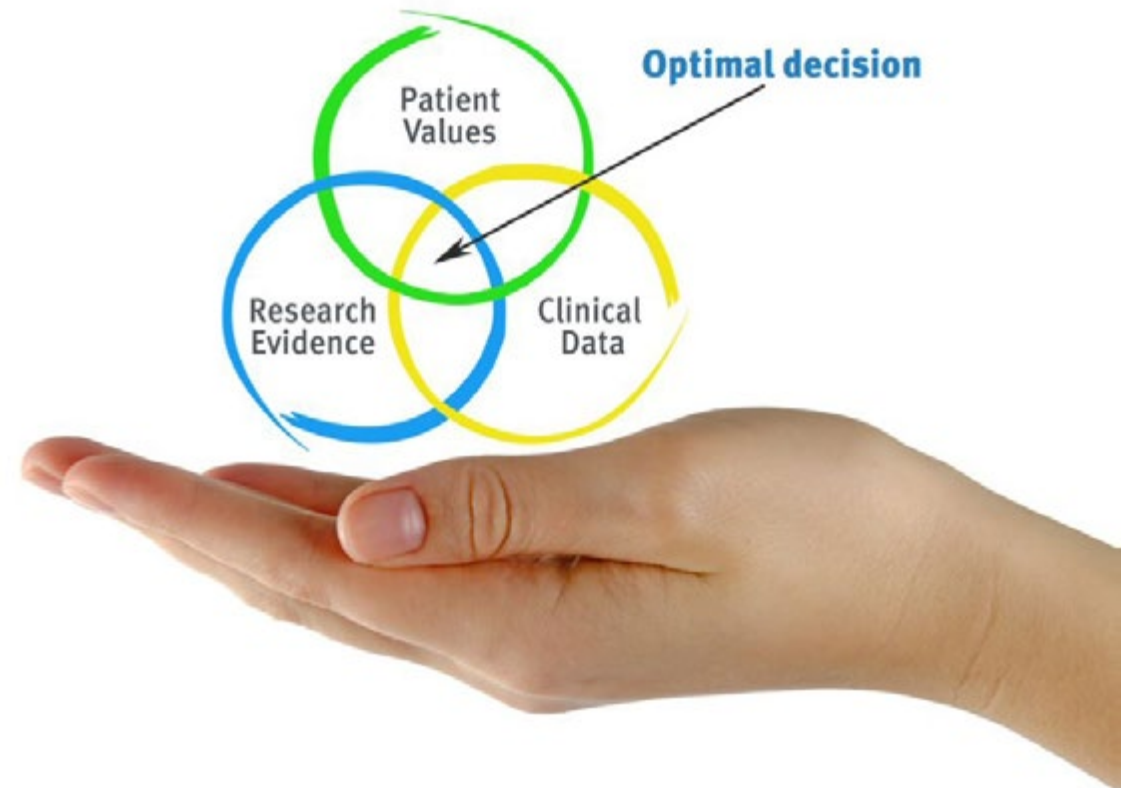
“

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. 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, 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.

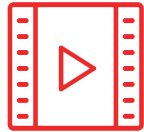
Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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

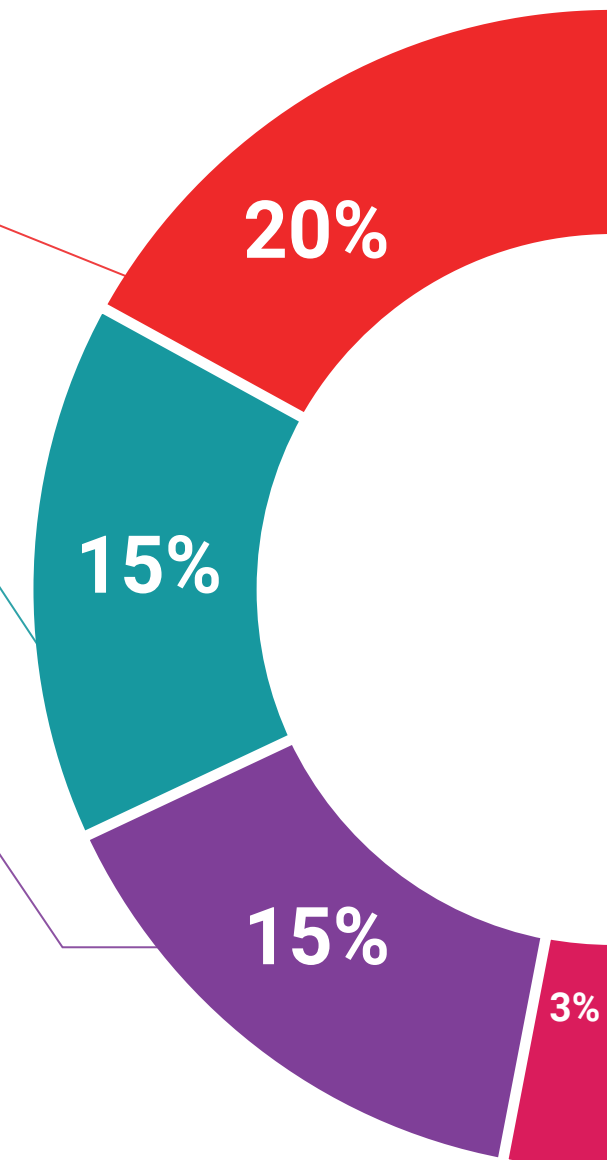
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

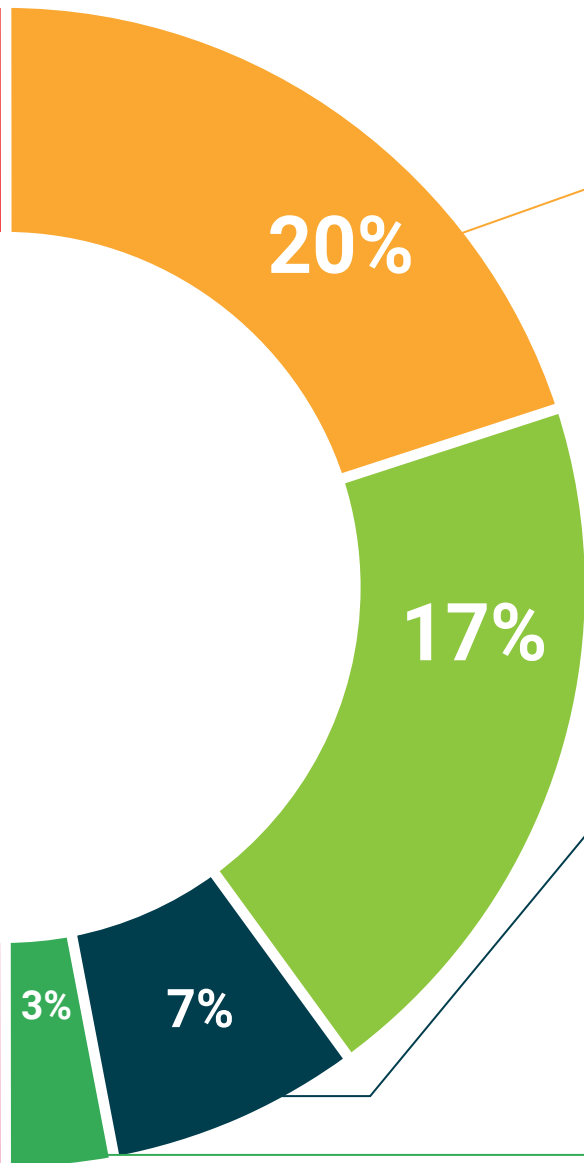
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



09

Certificate

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



“

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

This private qualification will allow you to obtain an **Hybrid Master's Degree in Psychology Research** 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.

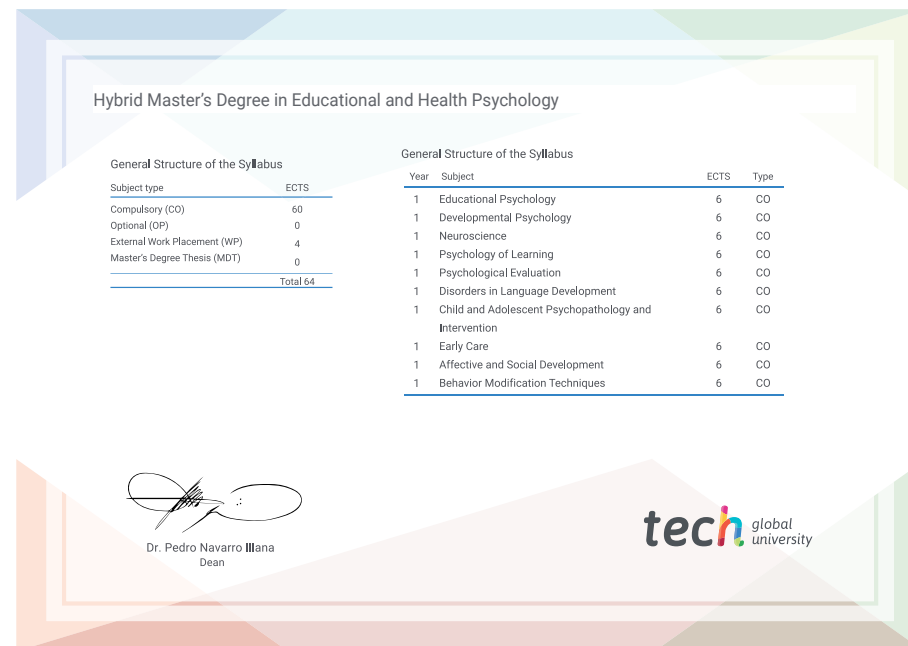
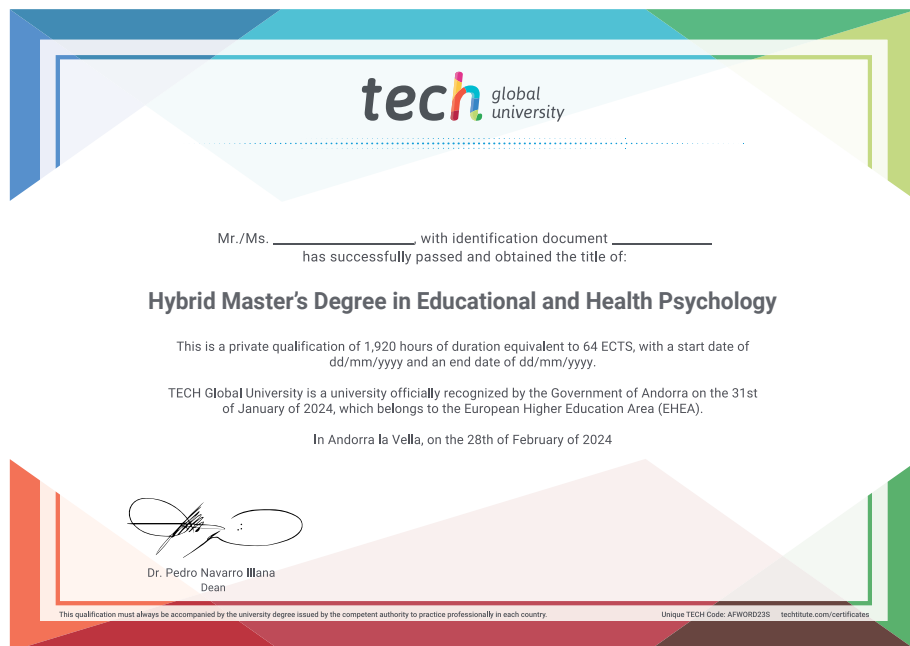
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Master's Degree in Educational and Health Psychology**

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

Duration: **12 months**

Accreditation: **64 ECTS**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development language
virtual classroom



Hybrid Master's Degree
Educational and Health
Psychology

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Master's Degree

Educational and Health Psychology

