

Hybrid Professional Master's Degree

Occupational and Organizational Psychology





Hybrid Professional Master's Degree Occupational and Organizational Psychology

Course Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.

Website: www.techtute.com/us/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-occupational-organizational-psychology

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01

Introduction

Occupational and Organizational Psychology has become a fundamental discipline nowadays. Its application in companies helps to understand and improve the performance of workers, as well as the management of human resources. The evolution of occupational psychology has led to the emergence of new techniques and tools that allow for greater effectiveness in personnel selection, training, leadership and employee motivation. In this context, TECH's program in Occupational and Organizational Psychology is presented as a unique opportunity to acquire the knowledge and skills necessary to excel in this highly demanded field. With this program, students will be prepared to apply the most recent advances in the field and face the challenges arising in today's labor world.



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The program is designed give you the necessary abilities and knowledge to face current challenges in the labor world and stand out in a highly demanding and ever evolving field”

Occupational and Organizational Psychology has established itself as a fundamental discipline today, thanks to its ability to understand and improve the performance of workers and the management of human resources in companies. In this sense, the evolution of occupational psychology has led to the emergence of new techniques and tools that allow for greater efficiency in personnel selection, training, leadership and employee motivation.

The application of Occupational and Organizational Psychology in companies is today more necessary than ever, since the labor field is in constant evolution and change. Adaptation to new challenges and continuous improvement are key elements in the management of organizations, and in this context, professionals in Occupational and Organizational Psychology play a fundamental role. Advances in this discipline allow a more effective management of human resources, promoting the satisfaction and commitment of workers, which in turn translates into better results for companies.

In this context, TECH's Hybrid Professional Master's Degree in Occupational and Organizational Psychology is a unique option for those who wish to be trained in this constantly evolving discipline. The program is designed to provide students with the knowledge and skills necessary to excel in the field of Occupational and Organizational Psychology, with high quality theoretical instruction and three-week internship at a center of the student's choice.

The three-week internship in a center of the student's choice is a differential element of TECH's Hybrid Professional Master's Degree in Occupational and Organizational Psychology. These internships allow students to apply their knowledge in real work situations, which provides them with invaluable experience and allows them to stand out in the labor world. In addition, you will enjoy mentoring from expert faculty members who will accompany you through each stage of your program until you reach your goal.

This **Hybrid Professional Master's Degree in Occupational and Organizational Psychology** contains the most complete and up-to-date program on the market.

The most important features include:

- ♦ More than 100 clinical cases presented by professional experts in Occupational and Organizational Psychology and Organizations and university professors with extensive experience
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The most exhaustive and innovative information related to Psychology specialized in occupational and organizational psychology
- ♦ Theoretical and practical teaching of Psychology applied to human resources management in organizations, including personnel selection, training, leadership, motivation, work environment, among other aspects
- ♦ An algorithm-based interactive learning system for decision-making in the situations students are posited
- ♦ Quick action guides for possible situations presented in organizations to be addressed by work psychology
- ♦ All of 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 hospital centers

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You will have access to high-level practice centers, recognized for excellence in teaching and equipped with the latest technology for learning”

This Hybrid Professional Master's Degree, which has a professionalizing nature and a Hybrid learning modality, is aimed at updating Psychology professionals who perform their functions in the occupational psychology area, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in an educational way to integrate theoretical knowledge into practice, and the theoretical-practical elements will facilitate knowledge updates and decision-making in patient management.

Thanks to the multimedia content, developed with the latest educational technology, Occupational and Organizational Psychology professionals will benefit from situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will develop a focus on solving current problems and challenges in the world of work, including the impact of technology, diversity and globalization on organizations.

You will develop practical skills through professional activities and internships that allow you to apply theoretical knowledge in real work situations, often through collaborations with companies or institutions.



02

Why Study this Hybrid Professional Master's Degree?

Nowadays, Occupational and Organizational Psychology has become a fundamental discipline in the job world. Its application in companies helps to understand and improve the performance of workers, as well as the management of human resources. In this context, TECH's program in Occupational and Organizational Psychology provides the unique opportunity to acquire the knowledge and skills necessary to excel in this highly demanded field. In addition, with the 3-week internship program at a recognized clinical center, students will be able to apply their knowledge in real work situations and be guided by experts in the field. This program is the ideal option for those who seek to be up-to-date in Occupational and Organizational Psychology and stand out in the job market.



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You will have access to internships designed to enable you to apply your knowledge in real work situations, which will allow you to excel in the field of occupational psychology”

1. Updating from the Latest Technology Available

Occupational and Organizational Psychology has been revolutionized in recent years thanks to technological advances. For this reason, TECH's Hybrid Professional Master's Degree in Occupational and Organizational Psychology offers internships in the most advanced clinical environments, with access to the latest technology in the field of Work Psychology.

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

The Hybrid Professional Master's Degree in Psychology of Work and Organizations of TECH offers the opportunity to delve into the experience of the best specialists in the field of work psychology. With a specifically designated tutor, the student will be able to apply the most effective procedures and approaches in their daily practice.

3. Entering First-Class Clinical Environments

TECH carefully selects the centers available for internships, guaranteeing access to a prestigious clinical environment in the area of Occupational and Organizational Psychology. In this way, specialists will be able to apply the latest theses and scientific postulates in their work methodology.





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

The Hybrid Professional Master's Degree in Occupational and Organizational Psychology of TECH combines the best theory with the most advanced practice in Work Psychology. The program allows access to the latest procedures in the field of Occupational Psychology and to put them into professional practice in only 3 weeks.

5. Expanding the Boundaries of Knowledge

TECH's Hybrid Professional Master's Degree in Occupational and Organizational Psychology expands the frontiers of knowledge. It offers the possibility of internships in important international centers, which allows you to be up to date with the best professionals in work psychology in different continents. A unique opportunity that only TECH, the largest online university in the world could offer.



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

03

Objectives

TECH's Hybrid Professional Master's Degree in Occupational and Organizational Psychology is an unique option for those who wish to be trained in this constantly evolving discipline. It is important to be up to date with the knowledge and skills necessary to stand out in today's labor world. For this reason, TECH sets specific and general objectives for students to achieve their goals. These include the development of practical skills through professional activities and internships, training in research methodologies and the acquisition of theoretical knowledge and skills in the field of Occupational and Organizational Psychology. With this program, students will be prepared to face the current challenges of the labor world and stand out in the field of occupational psychology.





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The Hybrid learning modality gives you the flexibility you need to study at your own pace, without sacrificing the quality of theoretical instruction"



General Objective

- The general objective of the Hybrid Professional Master's Degree in Occupational and Organizational Psychology is to update the professional's knowledge and skills in a practical and exclusive way in the field of work psychology. Through an internship in recognized clinical centers and with the guidance of experts in the field, the student will be able to approach the main interventions and procedures in the management of human resources in organizations. This internship will allow students to improve and enhance their skills in work psychology, which will result in greater efficiency in personnel selection, training, leadership, motivation and management of the work environment in companies



This refresher program will generate a sense of confidence in the performance of your praxis, which will help you grow personally and professionally"





Specific Objectives

Module 1. Group Psychology

- ♦ Describe the psychosocial principles (needs and demands) of individuals and groups
- ♦ Analyze and describe how groups work
- ♦ Describe interaction processes. Research inter-organizational dynamics and structure
- ♦ Measure the influence of subject/group contexts on social interaction
- ♦ Define performance objectives and design the basic performance intervention plan
- ♦ Distinguish between psychosocial intervention techniques
- ♦ Identify the context in which individual behaviors, group and organizational processes take place
- ♦ Create products and services adapted to groups by differential characteristics
- ♦ Select the resources best suited to individual and group demands

Module 2. Occupational and Organizational Psychology

- ♦ Analyze the needs and demands of individuals when facing work
- ♦ Identify differences, problems and needs related to organizations and employees
- ♦ Describe and measure interaction processes, group dynamics, and group and intergroup structure
- ♦ Analyze the context in which individual behaviors and group processes develop
- ♦ Describe and gauge organizational and inter-organizational interaction processes, dynamics and structure

- ♦ Select and manage tools, products and services and be able to identify stakeholders and interested parties
- ♦ Define the objectives and elaborate the basic intervention plan according to the characteristics of the organization and the employees
- ♦ Choose the appropriate psychological intervention techniques to achieve business objectives
- ♦ Apply indirect intervention strategies and methods through people linked to the individual's work development
- ♦ Prepare oral and written reports. Provide feedback to stakeholders in an appropriate and accurate manner

Module 3. Family, Community and Human Development

- ♦ Understanding human behavior is essential to know how values, attitudes and behavioral patterns are constructed based on the characteristics of the contexts in which human beings grow up and are educated
- ♦ Obtain an overview of the way in which human development is shaped by the relationship with its socialization contexts, focusing on the so-called ecological model of development
- ♦ Study in detail their modes of influence on the cognitive and socio-emotional development of the person, and to particularize these aspects in the different stages of the evolutionary cycle (childhood, adolescence, adulthood and old age)
- ♦ Know some of the problems that arise within the family, such as child abuse and violence against women
- ♦ Understand the basic aspects of the community as a socialization environment, and detail aspects such as community feeling

Module 4. Coaching

- ♦ Learn the concept and scope of coaching
- ♦ Appreciate the importance of coaching as a process that pursues specific objectives
- ♦ Be familiar with the different approaches and historical background of coaching

Module 5. Organizational Behavior

- ♦ Identify the differences between group and individual conduct
- ♦ Learn specific models of the organizational world
- ♦ Learning business models
- ♦ Develop business organization skills from a human resources perspective

Module 6. Power and Leadership

- ♦ Manage leadership models and types of power
- ♦ Theorize about roles in the power struggle in organizations
- ♦ Efficiently motivate an organization's human capital
- ♦ Propose strategic training and skills development programs for organizational leaders

Module 7. Conflict and Negotiation

- ♦ Use appropriate strategies to encourage habits and behaviors that promote a good working environment and social awareness
- ♦ Understand the meaning and implications of the terms "conflict" and "negotiation"
- ♦ Identify the strengths and weaknesses of those involved in a conflict
- ♦ Be familiar with current theories on conflict resolution
- ♦ Create and be able to implement strategies for conflict resolution

Module 8. Social and Community Intervention

- ♦ Analyze the needs and demands of the target audience
- ♦ Select and manage resources, products and services
- ♦ Identify stakeholders
- ♦ Define objectives and develop basic intervention plans according to the purpose of the intervention
- ♦ Choose the appropriate psychological intervention techniques to achieve the objectives
- ♦ Use strategies and techniques to involve the target audience in the intervention
- ♦ Apply strategies and methods of direct intervention on the contexts: construction of healthy scenarios
- ♦ Plan the assessment of programs and interventions
- ♦ Devising an intervention plan

Module 9. Legal Psychology

- ♦ Identify differences, problems and needs
- ♦ Analyze the context in which individual behaviors, group and organizational processes are developed
- ♦ Prepare oral and written reports
- ♦ Gain knowledge about the deontological obligations of psychology
- ♦ Describe and measure variables (personality, intelligence and other skills, attitudes, etc.)
- ♦ Learn techniques for writing psychological reports
- ♦ Provide feedback to those concerned in an appropriate and accurate manner
- ♦ Analyze and interpret the results of the assessment

- ♦ Explain human motivations, the biological structures that support them and the psychological mechanisms that organize them
- ♦ Plan and conduct an interview
- ♦ Identify the context in which individual behaviors, group and organizational processes are developed

Module 10. Ethics and Deontology

- ♦ Learn about the field of ethics within psychology
- ♦ Reflect on and obtain a critical view of the values and ethical principles as well as of the profession itself
- ♦ Discuss decision-making in the field of psychology, with its ethical implications
- ♦ Possess an extensive theoretical knowledge of professional deontology and tools for analysis and critical reflection to be able to correctly develop their profession

Module 11. Human Resources Management

- ♦ Identify the general methodologies of planning and management of the Human Resources department
- ♦ Become familiar with the various techniques for managing and planning Human Resources while implementing a scorecard
- ♦ Learn the advantages and disadvantages of leadership and human resources management strategies, in order to understand and participate in the development of specific resources

04 Skills

After successfully completing the evaluations of the Hybrid Professional Master's Degree in Occupational and Organizational Psychology, the student will have acquired the necessary competencies for an effective management of human resources in organizations. These competencies include the ability to select appropriate personnel, team building and leadership, employee motivation, analysis and improvement of the work environment, as well as the ability to apply the latest techniques and methodologies in the field of work psychology. With these updated skills, the student will be prepared to face the current challenges of the working world and stand out in the field of Occupational and Organizational Psychology.



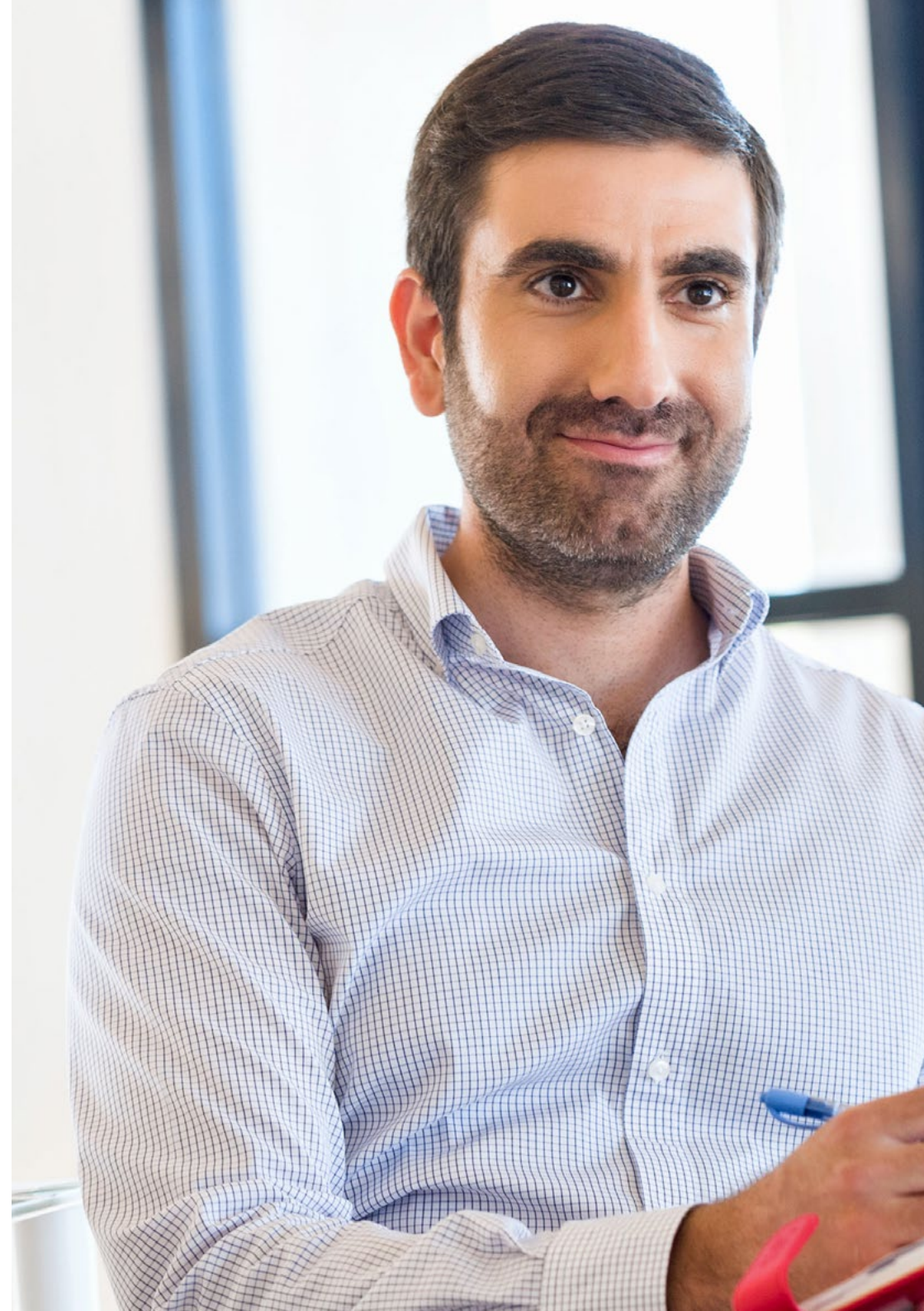
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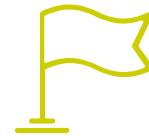
You will learn from the theory and practices of Psychology applied to the management of human resources in organizations, including personnel selection, training, leadership, motivation, work environment, among other aspects”



General Skills

- ♦ Possess a range of 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 their field of study
- ♦ Communicate their conclusions and the ultimate knowledge and rationale behind them to specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- ♦ Promote the quality of life of individuals, groups, communities and organizations in different contexts





Specific Skills

- Apply basic intervention strategies and methods to target audiences
- Apply knowledge to business and organizational communication
- Distinguish between executive, personal and business coaching
- Identify the differences between group and individual conduct
- Know how to motivate people and to exercise leadership within the group
- Identify the different psychopathological disorders in childhood and adolescence
- Use different interview techniques to assess the clinical case with which you are presented
- Have a good command of the social and contextual factors affecting team members
- Apply basic intervention strategies and methods to target audiences



You will learn from the best experts in Occupational and Organizational Psychology, who will provide you with high quality training and an up-to-date view on the latest trends and advances in the field"

05

Educational Plan

The syllabus of the Hybrid Professional Master's Degree in Occupational and Organizational Psychology has been designed based on the current demands of the labor world in this field, following the recommendations of the teaching team selected exhaustively by TECH. The syllabus offers a broad perspective on the management of human resources in organizations, incorporating all the fields of work involved in the development of their functions, both public and private. From the beginning of the program, students will acquire knowledge that will allow them to develop professionally, with the support of a team of experts in the field of occupational psychology.





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The Hybrid learning modality gives you the flexibility you need to study from any place and at any time, without sacrificing the quality of the theoretical teaching"

Module 1. Group Psychology

- 1.1. Groups in Psychology: Conceptualization, Classifications and Typologies. The Reality of Groups: From the Individualistic to the Interactionist Approach
 - 1.1.1. Social Influence: An Approach to Normalization and Conformity
 - 1.1.2. Group Concept: Definitions Based on Interdependence, Social Identity and Social Interaction and Structure
 - 1.1.3. Types of Groups
- 1.2. Temporal Aspects: Training, Development and Socialization of Groups
 - 1.2.1. Group Functions
 - 1.2.2. The Group as a Dynamic Phenomenon
 - 1.2.3. Formation of Groups as a Process of Social Integration
- 1.3. Group Development: Explanatory Models
 - 1.3.1. The Purpose of Groups
 - 1.3.2. Development of the Relationship Between the Individual and the Group: Group Socialization
 - 1.3.3. Conclusions
- 1.4. The Physical, Personal and Social Environment of Groups
 - 1.4.1. A Group's Physical Environment: The Group Space. Human Territoriality
 - 1.4.2. Small Group Ecology
 - 1.4.3. Environmental Stressors and Their Effect on Group Processes
- 1.5. Personal Environment of the Group: The Size of the Group
 - 1.5.1. Personal Variables and Their Effect on Group Behavior and Performance
 - 1.5.2. Social Environment of the Group: Effects of Composition
 - 1.5.3. Conclusions
- 1.6. Intergroup Relationships
 - 1.6.1. Main Explanatory Models
 - 1.6.2. Affection and Intergroup Relationships
 - 1.6.3. Intergroup Conflicts
 - 1.6.4. Psychosocial Strategies for the Prevention and Management of Intergroup Conflict
- 1.7. Group Structure: Status, Role and Rules
 - 1.7.1. Group Structure: Definitions and Components
 - 1.7.2. Status and Roles
 - 1.7.3. Relationships Between Role and Rule
 - 1.7.4. Social Influence: Rules and Enforcement
 - 1.7.5. Group Structure and Cohesion

- 1.8. Leadership and group functioning
 - 1.8.1. Conceptual Approach
 - 1.8.2. Leader Characteristics and Behavior
 - 1.8.3. Leadership and Power
 - 1.8.4. Leadership Styles
 - 1.8.5. Situational Leadership
 - 1.8.6. Super Leadership
- 1.9. Scope of Group Application
 - 1.9.1. Conceptual Approach to the Different Areas of Group Application
 - 1.9.1.1. Work
 - 1.9.1.2. Therapeutics
 - 1.9.1.3. Educational
 - 1.9.1.4. Psychosocial
- 1.10. Group Dynamics Techniques and Activities: Group Psychotherapy in Specific Programs
 - 1.10.1. Group Psychotherapy on Specific Programs
 - 1.10.2. Eating Disorders
 - 1.10.3. Personality Disorders
 - 1.10.4. Psychosis
 - 1.10.5. Alcohol Consumption Disorder
 - 1.10.6. Affective and Anxiety Disorders
 - 1.10.7. Group Therapy for the Elderly

Module 2. Occupational and Organizational Psychology

- 2.1. Introduction to Occupational Psychology
 - 2.1.1. Conceptual and Historical Framework
 - 2.1.2. Conceptual Framework of Work Psychology
 - 2.1.3. Research Techniques and Methods in Occupational Psychology
 - 2.1.4. Historical Evolution of Occupational Psychology
 - 2.1.5. Areas of Intervention within Work Psychology
 - 2.1.6. Legal and Economic Aspects
- 2.2. Work as a Social Phenomenon and Human Activity Within the Framework of the Psychology of Work, Organizations and Human Resources
 - 2.2.1. Introduction: Work as a Social Phenomenon and Human Activity Within the Framework of Occupational Psychology

- 2.2.2. Job Analysis (JA)
- 2.2.3. Job Evaluation (JE)
- 2.3. Personnel Assessment Within Occupational, Human Resources and Organizational Psychology
 - 2.3.1. Personnel Assessment Using the Trait Approach and Employee Competency Assessment and Development
 - 2.3.2. Personnel Assessment Within Occupational Psychology
 - 2.3.3. Conclusions
- 2.4. Recruitment and Selection of Personnel
 - 2.4.1. Recruitment and Selection of Personnel Within the Framework of Work Psychology
 - 2.4.2. The Recruitment and Selection Process
 - 2.4.3. Validity, Reliability and Efficiency Criteria in the Personnel Selection Process
- 2.5. Occupational Psychology and Personnel Training
 - 2.5.1. Introduction
 - 2.5.2. Recruitment and Selection of Personnel Within the Framework of Occupational Psychology
 - 2.5.3. Staff Training as a Process
 - 2.5.4. Conclusions
- 2.6. Staff Training Methods
 - 2.6.1. Teaching Methods in Classroom Training
 - 2.6.2. Teaching Methods in e-learning
 - 2.6.3. Conclusions
- 2.7. Assessment of Performance and Potential Career Planning
 - 2.7.1. Introduction
 - 2.7.2. The Performance Assessment Process
 - 2.7.3. The Annual Performance Assessment Cycle
 - 2.7.4. Assessment of Potential
- 2.8. Satisfaction and Work Climate
 - 2.8.1. Introduction
 - 2.8.2. Concept of Work Climate and Benefits of Work Climate Surveys
 - 2.8.3. Conditions for a Successful Work Climate Survey
 - 2.8.4. Work Climate Indicators
 - 2.8.5. Satisfaction and Work Climate
 - 2.8.6. Interventions for Improving the Work Climate

- 2.9. Occupational Health and Psychosocial Risks at Work
 - 2.9.1. Introduction
 - 2.9.2. The Concept of Occupational Health
 - 2.9.3. Conditions Related to Occupational Health: Psychosocial Risks
- 2.10. Work Activity Throughout the Life Cycle: Unemployment, Retirement. The Main Psychological Problems Associated with Work Activity
 - 2.10.1. Work Activity Throughout the Life Cycle
 - 2.10.2. The Main Psychological Problems Associated with Work Activity: Work-related Stress, Burnout and Workplace Harassment
 - 2.10.3. Prevention and Intervention Programs for Promoting Occupational Health

Module 3. Family, Community and Human Development

- 3.1. The Person and Social Context
 - 3.1.1. Introduction
 - 3.1.2. Social Systems: Structures and Processes
 - 3.1.3. The Ecological Model of Human Development
- 3.2. The Family: Concept, Types and Functions
 - 3.2.1. Introduction
 - 3.2.2. Origin and Universality of the Family
 - 3.2.3. Family Diversity and Change
 - 3.2.4. Family Functions
- 3.3. Family as a System
 - 3.3.1. Introduction
 - 3.3.2. Ecological-systemic Analysis of the Family
 - 3.3.3. Dimensions for Analyzing the Family from a Developmental-Educational Perspective
 - 3.3.4. Evolutionary Changes in the Family
- 3.4. The Influence of the Family on Psychological Development I: Childhood and Adolescence
 - 3.4.1. Theoretical Framework for Understanding the Influence of the Family on Development
 - 3.4.2. Family Context and Psychological Development During Childhood and Adolescence
 - 3.4.3. The Family Context Optimizes and Enhances Psychological Development

- 3.5. The Influence of the Family on Psychological Development II: Adulthood and Old Age
 - 3.5.1. The Family Context of Adults
 - 3.5.2. A Couple's Relationship in Adulthood and Old Age
 - 3.5.3. Relationships Between Older Parents and Adult Children
 - 3.5.4. Grandparenting
 - 3.5.5. Interventions to Improve the Family Context in Adulthood and Old Age
- 3.6. Disturbances in Family Relationships I: Abuse in Childhood
 - 3.6.1. The Concept of Child Abuse
 - 3.6.2. Child Abuse Figures
 - 3.6.3. Etiology of Child Abuse
 - 3.6.4. Child Abuse Intervention
- 3.7. Disturbances in Family Relationships II: Violence Against Women in the Family Context
 - 3.7.1. Violence Against Women: Definition and Types
 - 3.7.2. Intimate-Partner Violence Against Women: Statistics, Etiology, and Consequences
 - 3.7.3. Intervention and Prevention
- 3.8. Disturbances in Family Relationships III: Delinquent Behavior in Adolescence
 - 3.8.1. Brief Overview of Delinquent Behavior and High-risk Behaviors in Youths and Adolescents
 - 3.8.2. Explanatory Models
 - 3.8.3. Risk Factors
- 3.9. The Community from a Psychosocial Perspective: Community Psychology
 - 3.9.1. Introduction
 - 3.9.2. Differences Between Community Psychology and Clinical and Medical models
 - 3.9.3. Visions of Community Psychology and North-South Differences
 - 3.9.4. The Concept and Basic Characteristics of Community Psychology
- 3.10. Concept and Sense of Community
 - 3.10.1. The Community and Sense of Community
 - 3.10.2. Components and Evaluation of the Sense of Community
 - 3.10.3. The Modern Community: City and Neighborhoods
 - 3.10.4. Social Support: Conceptual Analysis
 - 3.10.5. Social Support, Health and Well-being

Module 4. Coaching

- 4.1. What Is Coaching?
 - 4.1.1. An Objective-driven Process
 - 4.1.1.1. The Importance of Defining the Objective
 - 4.1.1.2. Starting from the End
 - 4.1.1.3. How to Define a SMART Objective
 - 4.1.1.4. From Apparent to Real Objective
 - 4.1.1.5. Target Characteristics
 - 4.1.2. A Process Among People
 - 4.1.2.1. Coaching Framework or Context
 - 4.1.2.2. The Coaching Relationship
 - 4.1.2.3. Influences in the Coaching Process
 - 4.1.2.4. Trust
 - 4.1.2.5. Respect
 - 4.1.3. The Bond
 - 4.1.4. A Communicative Process
 - 4.1.4.1. The Power of Language
 - 4.1.4.2. Active Listening
 - 4.1.4.3. Lack of Judgment
 - 4.1.4.4. Non-Verbal Communication
 - 4.1.5. An Action-oriented Process
 - 4.1.5.1. The Importance of Action
 - 4.1.5.2. Designing an Action Plan
 - 4.1.5.3. Monitoring
 - 4.1.5.4. Assessment
 - 4.1.5.5. A Creative Process
 - 4.1.5.6. Generating Options
 - 4.1.5.7. Choosing Options

- 4.2. The Origins and Background of Coaching
 - 4.2.1. Philosophical Origins and Maieutics
 - 4.2.1.1. Pre-Socratics
 - 4.2.1.2. The Maieutics of Socrates
 - 4.2.1.3. Plato
 - 4.2.1.4. Later Philosophical Influences
 - 4.2.2. Influences of Humanistic Psychology
 - 4.2.2.1. The Basics of Humanistic Psychology
 - 4.2.2.2. Confidence in the Client's Ability
 - 4.2.2.3. Focus on Potentialities and Possibilities
 - 4.2.3. Contributions of Positive Psychology
 - 4.2.3.1. The Basics of Positive Psychology
 - 4.2.3.2. Conditions for Positive Psychology
 - 4.2.3.3. Human Strengths
 - 4.2.3.4. Meaning and Purpose in Life
 - 4.2.4. The Winner Game
 - 4.2.4.1. Deliberate Practice
 - 4.2.4.2. Improvement in Sports Performance
 - 4.2.4.3. Galwain
 - 4.2.5. Orientalism
 - 4.2.5.1. Importance of the Process or Pathway
 - 4.2.5.2. Objectives as Goals
 - 4.2.5.3. Detachment from Expectations and Achievements
 - 4.2.5.4. Understanding Suffering
 - 4.2.5.5. The Power of the Present
 - 4.2.6. Other Influences
 - 4.2.6.1. Systemic Psychology
 - 4.2.6.2. Gestalt Psychology
 - 4.2.6.3. The Flow Concept
 - 4.2.6.4. Zen Teachings
 - 4.2.6.5. Management
 - 4.2.6.6. Neurosciences
 - 4.2.6.7. Epigenetics
- 4.3. Current Schools and Trends
 - 4.3.1. The American School
 - 4.3.1.1. The Practical Coaching Approach
 - 4.3.1.2. Thomas Leonard
 - 4.3.1.3. Other Exponents
 - 4.3.2. The European School
 - 4.3.2.1. Humanistic Coaching
 - 4.3.2.2. John Whitmore
 - 4.3.2.3. Other Exponents of European Coaching
 - 4.3.3. The Latin American School
 - 4.3.3.1. The Ontological Coaching Approach
 - 4.3.3.2. Rafael Echevarría and Julio Olalla
 - 4.3.3.3. Other Exponents of Latin American Coaching
- 4.4. Differences Between Coaching and Other Approaches
 - 4.4.1. Specificities of a Coaching Relationship
 - 4.4.1.1. The Coachee's Responsibility
 - 4.4.1.2. The Role of the Coach
 - 4.4.1.3. Achieving Objectives
 - 4.4.2. The Limits of Coaching
 - 4.4.2.1. Psychological Conditions of the Coachee
 - 4.4.2.2. The Coach's Review and Personal Work
 - 4.4.2.3. Discomfort and Neurosis in Coaching Processes
 - 4.4.2.4. Signs of Psychosis in the Coachee
 - 4.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals
 - 4.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment
 - 4.4.3. Cognitive-Behavioral
 - 4.4.3.1. The Psychotherapeutic Approach
 - 4.4.3.2. The Psychodynamic Approach
 - 4.4.3.3. The Humanistic Approach
 - 4.4.3.4. The Gestalt Approach

- 4.4.3.5. The Behavioral Approach
- 4.4.3.6. The Jungian Approach
- 4.4.3.7. The Systemic Approach
- 4.4.3.8. Complementation of Psychotherapy in Coaching Processes
- 4.4.4. Mentoring
 - 4.4.4.1. Mentoring Objectives
 - 4.4.4.2. Relationships in Mentoring
 - 4.4.4.3. The Power of Trust in Mentoring
 - 4.4.4.4. Mentoring Advice in Mentoring
 - 4.4.4.5. Limits of Mentoring
 - 4.4.4.6. Complementation of Mentoring with Coaching Processes
- 4.4.5. Consulting
 - 4.4.5.1. Relationships in Consulting
 - 4.4.5.2. The Objectives of Consulting
 - 4.4.5.3. Complementation of Consulting with Coaching processes
- 4.4.6. Counseling
 - 4.4.6.1. Relationships in Counseling
 - 4.4.6.2. Objectives and Scope
 - 4.4.6.3. Complementation of Counseling with Coaching Processes
- 4.4.7. Empowerment
 - 4.4.7.1. Definition
 - 4.4.7.2. Processes
 - 4.4.7.3. Types
- 4.4.8. Other Approaches
 - 4.4.8.1. Art Therapy
 - 4.4.8.2. Music Therapy
 - 4.4.8.3. Drama Therapy
 - 4.4.8.4. Dance Therapy
 - 4.4.8.5. Body Therapies and Mind-Body Integrative Therapies
- 4.5. Areas of Coaching
 - 4.5.1. Live Coaching
 - 4.5.1.1. Personal
 - 4.5.1.2. Family
 - 4.5.1.3. Relationship
 - 4.5.2. Sports Coaching
 - 4.5.2.1. Professional Sports Coaching
 - 4.5.2.2. Health and Fitness Coaching
 - 4.5.2.3. Executive Coaching
 - 4.5.2.4. Team Coaching
 - 4.5.2.5. Business Coaching
 - 4.5.2.6. Nutritional Coaching
 - 4.5.2.7. Systemic Coaching
 - 4.5.2.8. Psycho Coaching
 - 4.5.2.9. Transformational Coaching
 - 4.5.2.10. Educational Coaching
- 4.6. The Competences of a Coach
 - 4.6.1. The Code of Conduct
 - 4.6.1.1. Ecology
 - 4.6.1.2. Confidentiality
 - 4.6.1.3. Forming Partnerships
 - 4.6.1.4. Creating the Bond
 - 4.6.1.5. Honesty
 - 4.6.1.6. Transparency
 - 4.6.1.7. Respect
 - 4.6.1.8. Commitment
 - 4.6.2. In-house Skills
 - 4.6.2.1. Self-Knowledge
 - 4.6.2.2. Vulnerability
 - 4.6.2.3. Being proactive
 - 4.6.2.4. Empathy
 - 4.6.2.5. Reflection
 - 4.6.3. External Skills
 - 4.6.3.1. Effective Communication
 - 4.6.3.2. Active Listening
 - 4.6.3.3. Admiration
 - 4.6.3.4. Assertiveness
 - 4.6.3.5. Feedback

- 4.6.3.6. Process Management
- 4.6.3.7. Silence
- 4.6.3.8. Motivation
- 4.6.4. Coaching Associations
 - 4.6.4.1. International Coach Federation
 - 4.6.4.2. Spanish Coaching Association
 - 4.6.4.3. Spanish Association of Coaching and Process Consultancy
 - 4.6.4.4. International Coaching Community
 - 4.6.4.5. International Association of Coaching and Psychology
- 4.6.5. Coaching Qualifications and Training
 - 4.6.5.1. Quality Preparation Requirements
 - 4.6.5.2. Accredited Programs
 - 4.6.5.3. Professional Coach Accreditation
 - 4.6.5.4. Accreditation Process
- 4.6.6. The 11 ICF Core Competencies
 - 4.6.6.1. Laying the Foundations
 - 4.6.6.2. Co-Creating the Relationship
 - 4.6.6.3. Communicating Effectively
 - 4.6.6.4. Cultivating Learning and Growth
- 4.7. Session Structure
 - 4.7.1. Coach and Coachee Roles
 - 4.7.1.1. Role and Responsibilities of the Coach
 - 4.7.1.2. Role and Responsibilities of the Coachee
 - 4.7.1.3. The Coaching Process
 - 4.7.1.4. Defining Objectives
 - 4.7.1.5. Action Plan
 - 4.7.1.6. Commitment
 - 4.7.1.7. Partnerships
 - 4.7.1.8. Assessment
 - 4.7.2. Sponsor
 - 4.7.2.1. Company, Management or Institution as Sponsor
 - 4.7.2.2. Company and Coachee Objectives
 - 4.7.2.3. Responsibility in the Coaching Process
 - 4.7.3. Structure and Framework
 - 4.7.3.1. Initial Situation
 - 4.7.3.2. Desired Situation
 - 4.7.3.3. Distance Between the Start and Coaching Goal
 - 4.7.4. Partnership and Contract
 - 4.7.4.1. The Convenience of an Alliance
 - 4.7.4.2. The Contract and Contractual Matters
 - 4.7.4.3. Differences and Complementarity Between Partnership and Contract
 - 4.7.5. Types of Session According to their Purpose
 - 4.7.5.1. On Contact
 - 4.7.5.2. On the Starting Process
 - 4.7.5.3. On Development
 - 4.7.5.4. On Follow-up
 - 4.7.5.5. On Assessment
 - 4.7.5.6. On Closure
 - 4.7.6. Closing the Relationship
 - 4.7.6.1. Process Evaluation
 - 4.7.6.2. Relationship Evaluation
 - 4.7.6.3. Evaluating the Achievement of Objectives
- 4.8. Models
 - 4.8.1. Wasick
 - 4.8.2. PIE
 - 4.8.3. STIR
 - 4.8.4. GROW Model
 - 4.8.4.1. Objective
 - 4.8.4.2. Reality
 - 4.8.4.3. Options
 - 4.8.4.4. Action
 - 4.8.4.5. OUTCOMES Model
 - 4.8.4.6. Objectives
 - 4.8.4.7. Reasons
 - 4.8.4.8. Acting from Now
 - 4.8.4.9. Clarifying the Difference

- 4.8.4.10. Generating Options
- 4.8.4.11. Motivating to action
- 4.8.4.12. Enthusiasm and Incentives
- 4.8.4.13. Support
- 4.8.5. ACHIEVES Model
 - 4.8.5.1. Assess Current and Situation
 - 4.8.5.2. Create Brainstorming of Alternatives
 - 4.8.5.3. Hone Goals
 - 4.8.5.4. Initiate Options
 - 4.8.5.5. Assess Options
 - 4.8.5.6. Validate Action Program
 - 4.8.5.7. Entourage Momentum
- 4.9. Coactive Coaching
 - 4.9.1. Fundamentals of Coactive Coaching
 - 4.9.2. The Coactive Coaching Model
 - 4.9.3. The Coactive Coaching Relationship
 - 4.9.4. Contexts
 - 4.9.4.1. Listening
 - 4.9.4.2. Intuition
 - 4.9.4.3. Curiosity
 - 4.9.4.4. Pushing and Deepening
 - 4.9.5. Self Management
 - 4.9.5.1. Principles and Practices
 - 4.9.5.2. Fullness
 - 4.9.5.3. Process
 - 4.9.5.4. Balance
 - 4.9.5.5. Combining
- 4.10. Coaching as a tool for the development of Groups, Companies and Communities
 - 4.10.1. Current challenges for Companies and Institutions
 - 4.10.2. Organizational Coaching
 - 4.10.3. Company Objectives
 - 4.10.4. Coaching Services for Companies
 - 4.10.4.1. Executive
 - 4.10.4.2. Specific Preparation Programs
 - 4.10.4.3. Shadow Coaching
 - 4.10.4.4. Group Coaching
 - 4.10.4.5. (Systemic) Team Coaching
 - 4.10.5. Psychometric Diagnostic Tools
 - 4.10.5.1. Motivation and values
 - 4.10.5.2. Psychometric Diagnostic Tools
 - 4.10.5.3. MBTI
 - 4.10.5.4. FIRO-B
 - 4.10.5.5. Feedback 360
 - 4.10.5.6. DISC
 - 4.10.5.7. Belbin
 - 4.10.5.8. Evolution in Systems and Communities
 - 4.10.5.9. Change and Innovation through Coaching
 - 4.10.5.10. Basic Coaching Tools
 - 4.10.5.10.1. Personal Life Wheel
 - 4.10.5.10.2. Teaching Wheel
 - 4.10.5.10.3. Student Wheel
 - 4.10.5.10.4. Personal SWOT Analysis
 - 4.10.5.10.5. Johari Window
 - 4.10.5.10.6. The GROW Model
 - 4.10.5.10.7. Circle of Control, Influence, and Concern
 - 4.10.5.10.8. Head, Heart, Belly
 - 4.10.5.10.9. VAK

Module 5. Organizational Behavior

- 5.1. Organizational Structure
- 5.2. Organizational Culture
 - 5.2.1. Values and Organizational Culture
 - 5.2.2. Key Components for Change in Organizations
 - 5.2.3. The Evolution of Scientific Thought and the Organization as a System
 - 5.2.4. Culture and Transformation
- 5.3. Organization Management
 - 5.3.1. Levels and Managerial Qualities
 - 5.3.2. The Function of Planning and Organization
 - 5.3.3. The Function of Management and Control
 - 5.3.4. The New Role of the HR Manager
- 5.4. Behavior and Organizational Changes
- 5.5. People in Organizations
 - 5.5.1. Quality of Work Life and Psychological Well-Being
 - 5.5.2. Work Teams and Meeting Management
 - 5.5.3. Coaching and Team Management
- 5.6. Organizational Structure
 - 5.6.1. Main Coordination Mechanisms
 - 5.6.2. Departments and Organization Charts
 - 5.6.3. Authority and Responsibility
 - 5.6.4. Empowerment
- 5.7. Knowledge Management
- 5.8. Power and Politics
 - 5.8.1. Power within Organizations
 - 5.8.2. Structural Power Sources
 - 5.8.3. Political Tactics

Module 6. Power and Leadership

- 6.1. We All Manipulate
 - 6.1.1. Justification
 - 6.1.2. Approaching the Meaning of Manipulating
 - 6.1.3. Emotional Manipulation
 - 6.1.4. Other Reasons for Manipulation
 - 6.1.5. The Process of Emotional Manipulation
 - 6.1.6. Manipulators' Strategies
- 6.2. The Roles in the Power Struggle
 - 6.2.1. Justification
 - 6.2.2. The Roles of a Power Struggle
 - 6.2.3. The Oppressor
 - 6.2.4. Aggression is the Weapon
 - 6.2.5. Aggression Models
 - 6.2.6. Governing Through Aggression
 - 6.2.7. The Victim or Victimhood
 - 6.2.8. Crying as a Form of Manipulation
 - 6.2.9. What Are People Who Disguise Themselves as Victims Like?
 - 6.2.10. Governing Through Victimhood
 - 6.2.11. The Carer
 - 6.2.12. Misunderstood Gratitude
 - 6.2.13. Governing Through Care
 - 6.2.14. The Validator or Invalidator
 - 6.2.15. You Answer to Me
 - 6.2.16. Governing Through the Invalidator
 - 6.2.17. The Information Manager
 - 6.2.18. Everything Goes Through Me
 - 6.2.19. Governing from the Information Manager's Perspective

- 6.3. The Power
 - 6.3.1. Justification
 - 6.3.2. What is Power?
 - 6.3.3. Wars throughout History
 - 6.3.4. The Vision of Power Through History According to Michael Foucault
 - 6.3.5. The Desire for Power
 - 6.3.6. Types of Power
 - 6.3.7. Finding Solutions
 - 6.3.8. Negotiation Techniques
 - 6.3.9. Characteristics and Purpose of Educational Negotiation
 - 6.3.10. Strengths and Weaknesses of Negotiation in a School Setting
- 6.4. Focus the Search on What I Can Do
 - 6.4.1. Justification
 - 6.4.2. On the Ego
 - 6.4.3. Our Definition of Ego as a Driving Force
 - 6.4.4. Strategies to Escape the Power Struggle from your Healthy Ego (ME) in Capital Letters
 - 6.4.5. Honestly Seeking Solutions to the Power Struggle
 - 6.4.6. Searching for the Conflict's Underlying Relational Tendency in Order to Escape the Power Struggle

Module 7. Conflict and Negotiation

- 7.1. Conflict and Negotiation
 - 7.1.1. Introduction. The Definition of Conflict
 - 7.1.2. Types of Conflict
 - 7.1.3. Functionality and Dysfunctionality in Conflict
 - 7.1.4. Models of Conflict
 - 7.1.5. Bibliographical References
- 7.2. Conflict Aggression and Violence
 - 7.2.1. Aggression: Basic Concepts
 - 7.2.2. Theories on Aggression
 - 7.2.3. Some Additional Factors that Influence Aggression
 - 7.2.4. A General Model of Aggression
 - 7.2.5. Bibliographical References
- 7.3. Sociological Analysis of Conflict
 - 7.3.1. Introduction
 - 7.3.2. The Functionalist Perspective of Conflict
 - 7.3.3. Marxist Theory
 - 7.3.4. The Sociology of Conflict
 - 7.3.5. Bibliographical References
- 7.4. The Psychosocial Perspective in the Analysis of Conflict
 - 7.4.1. Realist Conflict Theory
 - 7.4.2. Social Identity Theory
 - 7.4.3. The Theory of Relative Deprivation
 - 7.4.4. Formal Theories
 - 7.4.5. Studies on Power
 - 7.4.6. Bibliographical References
- 7.5. The Psychosocial Processes Involved in Conflict
 - 7.5.1. Cognitive Processes Related to Conflict
 - 7.5.2. Group Dynamics in Conflict
 - 7.5.3. An Integrative Model of Conflict
 - 7.5.4. Bibliographical References
- 7.6. Conflict Management: Introduction
 - 7.6.1. Conflict Management Methods
 - 7.6.2. New Paradigms in Conflict Management
 - 7.6.3. Bibliographical References
- 7.7. Conflict Management: Negotiation I
 - 7.7.1. Conditions for Negotiation
 - 7.7.2. Preparing Negotiation
 - 7.7.3. Bibliographical References
- 7.8. Conflict Management: Negotiation II
 - 7.8.1. Negotiation Strategies and Tactics
 - 7.8.2. Cooperative Tactics: Concessions and Accommodation
 - 7.8.3. Coercive Tactics
 - 7.8.4. Problem Solving and Coming Up with Integrative Proposals
 - 7.8.5. Closing the Negotiation
 - 7.8.6. Bibliographical References

- 7.9. Conflict Management: Mediation I
 - 7.9.1. Concepts and Definitions
 - 7.9.2. Principles and Objectives
 - 7.9.3. Mediation Phases
 - 7.9.4. Models of Mediation
 - 7.9.5. Bibliographical References
- 7.10. Conflict Management: Mediation II
 - 7.10.1. Introduction: an Integrative Model
 - 7.10.2. Transformative Mediation and Settlement Mediation
 - 7.10.3. Objectives, Strategies and Transformative Techniques
 - 7.10.4. Objectives, Strategies and Techniques for Agreement
 - 7.10.5. Bibliographical References
- 7.11. Cooperation, Extraordinary Goals and Peace Education
 - 7.11.1. Cooperation and Extraordinary Goals: Theoretical Bases, Conditions and Forms of Application
 - 7.11.2. Peace Education: Theoretical Bases, Examples and Applications
 - 7.11.3. Bibliographical References
- 7.12. Armed Conflict Management
 - 7.12.1. Perspectives on Conflicts
 - 7.12.2. Ways of Dealing with Armed Conflicts
 - 7.12.3. Phase Sequence in Armed Conflict Management
 - 7.12.4. Bibliographical References

Module 8. Social and Community Intervention

- 8.1. Social intervention
 - 8.1.1. The Historical Background of Social Intervention
 - 8.1.2. Fundamentals of Social and Community Intervention
 - 8.1.3. Areas of Action
- 8.2. Intervention Programs
 - 8.2.1. Program Objectives
 - 8.2.2. Population Characteristics
 - 8.2.3. Detecting Population Needs
 - 8.2.4. Program Design

- 8.3. Patient-directed Intervention
 - 8.3.1. Patient-Centered vs. Disease-Centered Intervention
 - 8.3.2. Psychological Approach to Chronicity
 - 8.3.3. Patient-centered Program Design
 - 8.3.4. Intervention in Chronic Patients
- 8.4. Psychosocial Intervention in Situations of Poverty
 - 8.4.1. Factors that Determine the Risk of Exclusion
 - 8.4.2. Risk Groups and Characteristics
 - 8.4.3. Intervention with Minors at Risk of Exclusion
 - 8.4.4. Psychological Effects of Exclusion
- 8.5. Intervention in Political Violence
 - 8.5.1. Political and Gender Violence
 - 8.5.2. Protocol for Dealing with Political Violence
 - 8.5.3. Psychological Impact of Political Violence
 - 8.5.4. Intervention Design and Characteristics
- 8.6. Program Implementation
 - 8.6.1. The Need to Consider the Design
 - 8.6.2. Types of Programs Based on Population
 - 8.6.3. Mandatory Program Features
 - 8.6.4. Program Implementation Methods
- 8.7. Implementing a Drug Program
 - 8.7.1. Psychology and Addictive Behavior
 - 8.7.2. Risk Factors in Addictive Behavior
 - 8.7.3. Programs with Drug Addicts
- 8.8. Cases of Vulnerability
 - 8.8.1. Determination of Psychosocial Vulnerability
 - 8.8.2. Psychosocial Risk and Vulnerability
 - 8.8.3. Programs Aimed at the Vulnerable Population
 - 8.8.4. Risk, Coping, Resilience, Stress and Attachment
 - 8.8.5. Psychosocial Support in Times of Crisis

- 8.9. Program Evaluation
 - 8.9.1. Program Types
 - 8.9.2. Standards and Evaluation Criteria (Be vs. Should Be)
 - 8.9.3. Monitoring Evaluation Programs
 - 8.9.4. Measuring Impacts
- 8.10. Programs with Immigrants
 - 8.10.1. The Migratory Phenomenon in the 21st Century
 - 8.10.2. Causes for Migration (Economic, Physical and Psychological)
 - 8.10.3. Features of Immigrant Programs
 - 8.10.4. Intervention with Immigrants

Module 9. Legal Psychology

- 9.1. Legal Psychology
 - 9.1.1. What is Legal Psychology?
 - 9.1.2. Act and Legal Fact
 - 9.1.3. The Union: Psychology and Law
 - 9.1.4. Action Nuclei
 - 9.1.5. Praxis and Deontology
- 9.2. An Expert Report
 - 9.2.1. What is an Expert Report?
 - 9.2.2. Report Types According to Scenarios
 - 9.2.3. Sections of the Report
 - 9.2.4. Writing the Report
- 9.3. Psychological Assessment
 - 9.3.1. Expert Witness and Expert Assessment
 - 9.3.2. Stages of Forensic Psychological Expertise
 - 9.3.3. Scenarios for Psychological Assessment
 - 9.3.4. The Interview
- 9.4. Criminal Proceedings
 - 9.4.1. The Parties to Criminal Proceedings
 - 9.4.2. Imputability vs. Psychological Unimputability
 - 9.4.3. Causes of psychological Unimputability

- 9.5. The Civil Procedure
 - 9.5.1. Civil and Family Law
 - 9.5.2. Role in Guardianship and Custody
 - 9.5.3. Role in Adoption and Guardianship
 - 9.5.4. The Psychological Effects of Divorce
- 9.6. Work Setting
 - 9.6.1. Determining Partial Psychological Disability
 - 9.6.2. Determining Total Psychological Disability
 - 9.6.3. Psychological Effects of the Nature of Work
 - 9.6.4. Psychological Effects of Mobbing
- 9.7. Children in Legal Proceedings
 - 9.7.1. What is Juvenile Delinquency?
 - 9.7.2. Psychological Theories Explaining Juvenile Delinquency
 - 9.7.3. Juvenile Delinquency Risk Factors
 - 9.7.4. The Law and Juvenile Offenders
- 9.8. Mediation
 - 9.8.1. The Concept of Conflict
 - 9.8.2. Alternative Non-judicial Solutions
 - 9.8.3. Mediation Theories
 - 9.8.4. Technique in Mediation
 - 9.8.5. Mediation Processes
- 9.9. Victimology
 - 9.9.1. Psychological Approach
 - 9.9.2. Who is the Victim?
 - 9.9.3. Types of Victims
 - 9.9.4. Victim vs. Perpetrator
 - 9.9.5. The Role of Psychology
- 9.10. Correctional Psychology
 - 9.10.1. Crime Theories
 - 9.10.2. Risk Factors
 - 9.10.3. Correctional Assessment
 - 9.10.4. Principles of Correctional Intervention
 - 9.10.5. Personality and Crime

Module 10. Ethics and Deontology

- 10.1. The Importance of Ethics and Professional Deontology
 - 10.1.1. The Need to Study the Ethical and Bioethical Principles of Psychology
 - 10.1.2. Professional Ethics in Psychology, the Great Absentee
 - 10.1.3. Ethics and Deontology in Different Areas
- 10.2. A Journey Through History: from Philosophy to Professional Deontology
 - 10.2.1. The Philosophical Principles of Ethics. Ethics and morals
 - 10.2.2. Ethics, Bioethics and Psychoethics
 - 10.2.3. The Emergence of Professional Ethics
- 10.3. Developing Ethical Codes
 - 10.3.1. Official College of Psychologists' Ethical Code
 - 10.3.2. Towards European Integration: Ethics of the European Federation of Psychologists Association (EFPA). The Meta-code of Ethics
 - 10.3.3. The Importance of a New Code of Ethics in Spain
- 10.4. Professional Ethics in the Different Areas of Psychology
 - 10.4.1. Ethical Aspects of Clinical Psychology
 - 10.4.2. Ethical Aspects of Forensic Psychology
 - 10.4.3. Ethical Aspects of Educational Psychology
 - 10.4.4. Ethical Aspects of Work Psychology
- 10.5. Professional Ethics in Scientific Research in Clinical Psychology
 - 10.5.1. Introduction
 - 10.5.2. Ethical Aspects of Clinical Research in Psychology: Skills
 - 10.5.3. Research Ethics Committees
 - 10.5.4. Conclusions
- 10.6. Risk-Benefit Balance
 - 10.6.1. Informed Consent
 - 10.6.2. Confidentiality
 - 10.6.3. Ethical Aspects of Research in Psychology Publication
- 10.7. Professional Secrecy and Informed Consent
 - 10.7.1. Introduction
 - 10.7.2. Professional Secrecy and Informed Consent
 - 10.7.3. Conclusions
- 10.8. Malpractice Liability
 - 10.8.1. The Functions of Ethics Committees and Disciplinary Regimes

- 10.8.2. Types of Offence and Penalties
 - 10.8.3. Conclusions
- 10.9. Advances in Psychology and Technology. Ethical Considerations
 - 10.9.1. Advances in Psychology and Technology
 - 10.9.2. Ethical Considerations
 - 10.9.3. Conclusions
- 10.10. Training, Critical Reflection and Supervision for the Improvement of Psychological Practice
 - 10.10.1. Introduction
 - 10.10.2. Ethics Training Programs
 - 10.10.3. Conclusions

Module 11. Human Resources Management

- 11.1. Strategic Thinking and Systems
 - 11.1.1. The Company as a System
 - 11.1.2. Strategic Thinking Derived from Corporate Culture
 - 11.1.3. The Strategic Approach From a People Management Perspective
- 11.2. Human Resources (HR. Department Project Planning and Management)
 - 11.2.1. Keys to the Design and Implementation of a Balanced Scorecard
 - 11.2.2. Workforce Sizing and Planning
 - 11.2.3. Supporting Operations: Personnel Policies
- 11.3. Strategic Organizational Design
 - 11.3.1. Commercial Partners Model
 - 11.3.2. Share Services
 - 11.3.3. Outsourcing
- 11.4. HR analytics
 - 11.4.1. Big Data and Business Intelligence
 - 11.4.2. Human Resources Data Analysis and Modeling
 - 11.4.3. Design and Development of Human Resources Metrics Measurements
- 11.5. Strategic Leadership
 - 11.5.1. Leadership Models
 - 11.5.2. Coaching
 - 11.5.3. Mentoring
 - 11.5.4. Transformational Leadership

06

Clinical Internship

Once the online theoretical period has been completed, the Hybrid Professional Master's Degree in Occupational and Organizational Psychology includes a period of internship in a recognized clinical center. During this period, students will have the support of a tutor who will accompany them at all times, both in the preparation and in the development of clinical practices, thereby ensuring the acquisition of knowledge and practical skills necessary to excel in the world of Occupational and Organizational Psychology.





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TECH puts at your disposal the clinical centers of excellence for you to choose from”

The Internship period of the Hybrid Professional Master's Degree in Occupational and Organizational Psychology consists of a 3-week internship in a recognized clinical center, where the student will be able to apply the theoretical knowledge acquired in a real work environment. During this period, students will be accompanied by an expert tutor who will guide them at all times, ensuring the development and improvement of the competencies necessary for the effective management of human resources in organizations.

The program focuses on specific acquisition of skills for performance, in a safe environment for the students and high professional performance. This will allow the student to apply the most effective procedures and approaches in human resources management in both public and private organizations.

This is a unique opportunity to learn by working in a leading clinical environment, where the application of the latest technologies is at the center of the professional culture. The objective of the program is to enable the student to face the current challenges of the working world and to excel in the field of Occupational and Organizational Psychology, turning this experience into an innovative opportunity for the improvement of professional competencies for the 21st century.

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 fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for psychology praxis (learning to be and learning to relate).





The procedures described below will form the basis of the practical part of the internship, and their implementation is subject to both the suitability of the patients and the availability of the center and its workload, with the proposed activities being as follows:

Module	Practical Activity
Group Psychology	Observe Group Behavior in an organization
	Analyze the level of cohesion and conflict among group members
	Design and apply intervention techniques to improve group dynamics
	Evaluate the efficacy of the techniques applied in the group
Work Psychology	Conduct personnel selection interviews
	Planning and carrying out performance assessment processes
	Advise in human resources decision making
	Identify and propose improvements in the work environment of the organization
Coaching	Interview coachees to learn about their goals and needs
	Design and implement individualized coaching sessions
	Evaluating the coachee's progress and adapting the coaching process according to their needs
	Give feedback to the clients on their performance and evolution
Application of different types of Psychology	Perform psychological assessments in the work environment
	Design training and education programs for the workers of an organization
	Advise on the management of diversity and inclusion in the workplace
	Apply psychological intervention techniques for the prevention and treatment of work-related stress
Social and Community Intervention	Identify the needs of a community or social group
	Designing and implementing social and community intervention programs
	Assess the effectiveness of the programs implemented and make the necessary modifications
	Work in collaboration with other professionals and organizations to achieve a positive social impact

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 Internship Program 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 for Practical Training

The general terms and conditions of the internship program agreement shall be as follows:

1. TUTOR: During the Hybrid Professional 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 Professional 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 Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional 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 Professional 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 Professional 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 Hybrid Professional Master's Degree in Psychology of Work and Organizations includes an internship in a renowned organization, where the student will be able to apply the theoretical knowledge acquired in the program. To adapt to the needs of the students, TECH offers the possibility of carrying out this internship in different hospital centers, which broadens the learning opportunities and makes the program accessible to a greater number of people. With this initiative, TECH reaffirms its commitment to provide quality and accessible education for all those interested in the field of Psychology of Work and Organizations.



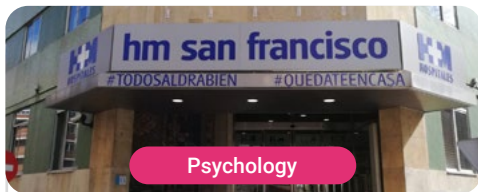


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Complete your theoretical education with the best internship program in the market. This is the only way to achieve success in your daily practice”



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



Psychology

Hospital HM San Francisco


Country	City
Spain	León

Address: 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

Address: Calle Cardenal Landázuri, 2, 24003, León

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

Related internship programs:

- Update on Psychiatric Treatment in Minor Patients



Psychology

Hospital HM Madrid


Country	City
Spain	Madrid

Address: Pl. del Conde del Valle de Súchil, 16, 28015, Madrid

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

Related internship programs:

- Palliative Care
- Anaesthesiology and Resuscitation



Psychology

Hospital HM Montepíncipe


Country	City
Spain	Madrid

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

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

Related internship programs:

- Palliative Care
- Aesthetic Medicine



Psychology

Hospital HM Sanchinarro


Country	City
Spain	Madrid

Address: Calle de Oña, 10, 28050, Madrid

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

Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Psychology

Hospital HM Torrelodones

Country	City
Spain	Madrid

Address: 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
- Palliative Care



Psychology

Hospital HM Puerta del Sur

Country	City
Spain	Madrid

Address: Av. Carlos V, 70, 28938, Móstoles, Madrid

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

Related internship programs:

- Palliative Care
- Clinical Ophthalmology



Psychology

Hospital HM Vallés

Country	City
Spain	Madrid

Address: Calle Santiago, 14, 28801, Alcalá de Henares, Madrid

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

Related internship programs:

- Gynecologic Oncology
- Clinical Ophthalmology

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.

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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

This Hybrid Professional Master's Degree in Occupational and Organizational Psychology guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree diploma issued by TECH Technological University.



“

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

This **Hybrid Professional Master's Degree in Occupational and Organizational Psychology** contains the most complete and up-to-date program on the professional and educational field.

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

In addition to the diploma, students will be able to obtain an academic transcript, as well as a certificate outlining the contents of the program. In order to do so, students should contact their academic advisor, who will provide them with all the necessary information.

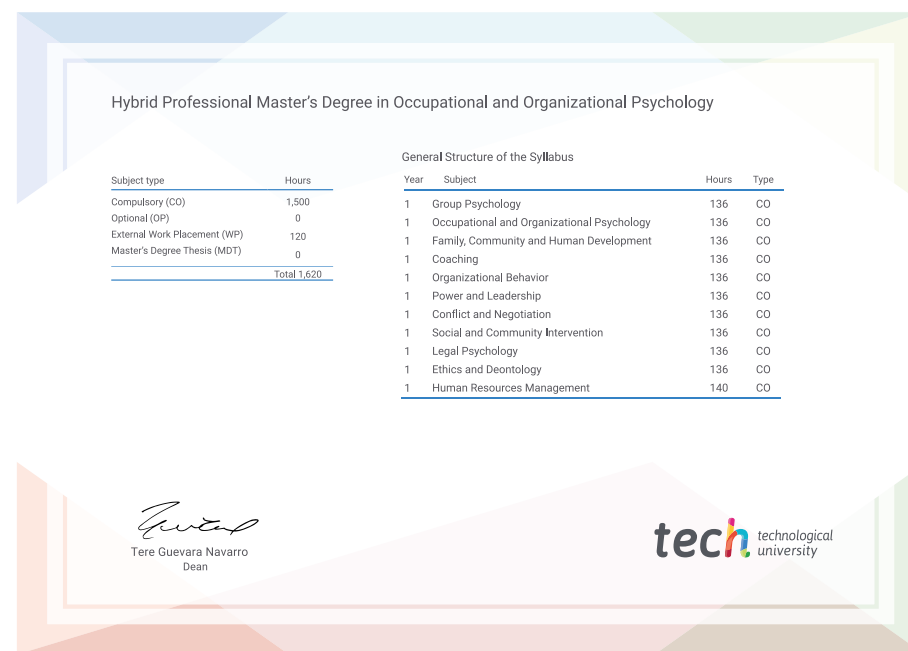
Title: **Hybrid Professional Master's Degree in Occupational and Organizational Psychology**

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

Duration: **12 months**

Certificate: **TECH Technological University**

Teaching Hours: **1,620 h.**



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



Hybrid Professional Master's Degree Occupational and Organizational Psychology

Course Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.

Hybrid Professional Master's Degree

Occupational and Organizational Psychology

