

# Professional Master's Degree

## Educational and Health Psychology

Accreditation/Membership

European Association  
of Applied Psychology

*Psychologia - accessibilitas, praxis, adhibitio*



**tech** global  
university



## Professional Master's Degree Educational and Health Psychology

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

Website: [www.techtute.com/us/psychology/professional-master-degree/master-educational-health-psychology](http://www.techtute.com/us/psychology/professional-master-degree/master-educational-health-psychology)

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01

# Introduction to the Program

The capacity of psychology in caring for emotional and mental health has made specialization in this field increasingly necessary. According to the World Health Organization, 4 out of 10 people worldwide live with a mental disorder, highlighting the urgency of having highly trained professionals. For this reason, TECH has designed this innovative university degree that will provide advanced training in both individual and group contexts. Through a 100% online methodology and a fully up-to-date syllabus, professionals will be prepared to promote emotional well-being from a scientific and rigorous perspective.





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*An exhaustive and 100% online program, exclusive to TECH, with an international perspective backed by our affiliation with the European Association of Applied Psychology (EAAP)”*

Educational Psychology is ideal for integrating both unique methods and classic approaches in psychology, allowing for a rigorous analysis of how individuals learn and what factors influence their cognitive, emotional, and social development. In fact, its primary goal is to contribute to the improvement of educational quality by offering effective intervention strategies tailored to the needs of different school and community contexts.

Based on this premise, TECH's Professional Master's Degree in Educational and Health Psychology will provide specialized training, grounded in cutting-edge theoretical models and applied techniques. Through an exclusive academic pathway, renowned for its comprehensive and practical approach, professionals will address everything from language development disorders intervention to early care and family support, including relevant content in neuroscience and psychopharmacology. Moreover, students will benefit from a prestigious faculty composed of experts with extensive experience in child, adolescent, and adult psychology.

During the intensive training months, specialists will access carefully designed content to gain a deep understanding of current challenges in educational and health interventions. TECH's methodology will also be based on Relearning, an innovative system that facilitates the natural and effective assimilation of knowledge. This model will promote a flexible, autonomous academic experience tailored to the pace of each graduate, fostering practical application and the development of critical skills.

Thanks to TECH's membership in the European Association of Applied Psychology (EAAP), students will have access to specialized resources, continuous training, and an annual seminar at no additional cost. Additionally, they will have the opportunity to collaborate with like-minded professionals and organizations, integrate into an international network, and benefit from various levels of membership that recognize both professional commitment and notable contributions to applied psychology.

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

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



*This exhaustive and dynamic postgraduate program will prepare you to conduct comprehensive and accurate psychological assessments, utilizing cutting-edge diagnostic tools to detect Emotional Disorders"*

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*You will develop preventive and mental health promotion programs, contributing to the well-being of users”*

*You will intervene effectively in conditions such as Anxiety, Depression, or Behavioral Disorders.*

*With TECH's Relearning system, you won't have to invest excessive hours in learning, focusing instead on the most relevant concepts.*

The program's faculty includes professionals from the field of Educational and Health Psychology, who bring their practical experience into the program, along with recognized specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which the expert will be required to resolve various professional practice situations throughout the degree. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.





02

# Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.





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*Study at the world's largest online university  
and guarantee your professional success.  
The future starts at TECH”*

### The world's best online university, according to FORBES

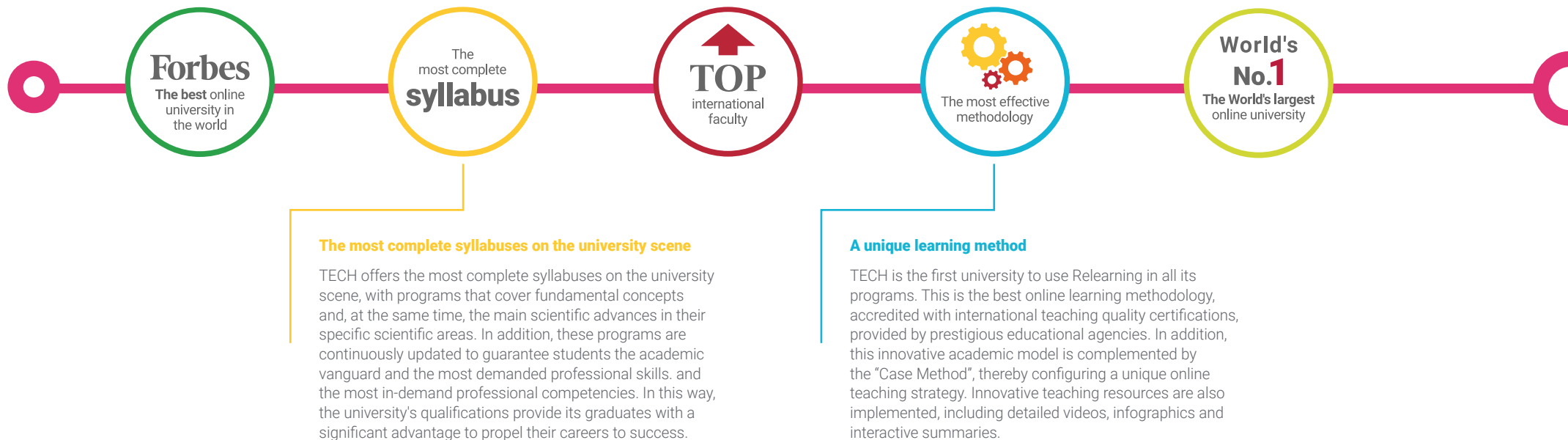
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

### The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

### The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



### The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

### A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

#### The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

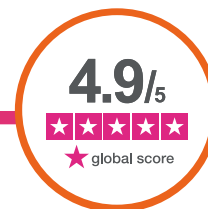
#### Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



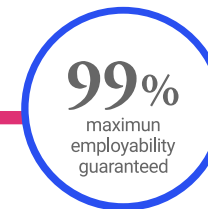
#### Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



#### The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



# 03 Syllabus

This Professional Master's Degree will offer a comprehensive overview of the main areas of Educational and Health Psychology. Through 10 modules, experts will delve into learning, development, neuroscience, psychological assessment, child and adolescent psychopathology, and early intervention. Additionally, key theories, diagnostic techniques, and intervention strategies tailored to educational and healthcare contexts will be explored. In this way, graduates will gain the tools to effectively address language disorders, emotional difficulties, and disruptive behaviors, developing evidence-based interventions that improve the quality of life for children, adolescents, and adults.







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*With these fully updated contents, you will explore intervention strategies in crisis situations to provide psychological support to individuals in times of distress or trauma”*

## Module 1. Educational Psychology: History, Approaches, and Theoretical Foundations

- 1.1. History, Concept, and Current Trends in Educational Psychology
  - 1.1.1. History: The 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 and Current 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
  - 1.9.1. Conceptual Approach
  - 1.9.2. Classic Models
  - 1.9.3. Current Models
  - 1.9.4. Assessment Tools
  - 1.9.5. 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. Campaign Objectives
  - 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. Campaign Objectives
  - 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 (ZPD) and Assisted Learning
  - 2.6.4. Vygotsky's Concept of Thought
  - 2.6.5. Language Development according to 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. Electrical Interneuronal 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. Techniques for Studying the Brain: Invasive vs. Non-Invasive
  - 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. Reflexes, Habituation, and Sensitization
  - 4.1.3. Classical Conditioning
- 4.2. Operant Conditioning
  - 4.2.1. Fundamentals 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. Observational Learning
  - 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 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. Main 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 Emotion
  - 4.9.1. Introduction
  - 4.9.2. Normative Decision Theory
  - 4.9.3. Decision Making
- 4.10. Reasoning in Context
  - 4.10.1. Everyday Reasoning
  - 4.10.2. Argumentation Skills
  - 4.10.3. Creativity

## Module 5. Psychological Assessment

- 5.1. Theoretical Foundations of Psychological Assessment
  - 5.1.1. Definition and Objectives
  - 5.1.2. Contents of the Neuropsychological Assessment
  - 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 Assessment
  - 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 Assessments
  - 5.5.4. Geroneuropsychology
  - 5.5.5. Psychiatric Behaviours.
  - 5.5.6. Forensics Neuropsychological Assessments
- 5.6. Psychological Report Writing
  - 5.6.1. Introduction
  - 5.6.2. Writing a Neuropsychological Report
  - 5.6.3. Organization 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. Kauffman 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. Conners 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. *Behavioral Assessment of the Dysexecutive Syndrome (BADS)*
  - 5.8.2. Tower of Hanoi/Sevilla, Ring Test
  - 5.8.3. Stroop Color and Word Test
  - 5.8.4. Neuropsychological Assessment 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. España-Complutense Verbal Learning Test (TAVEC and TAVECI)
  - 5.8.10. Test of Memory and Learning (TOMAL)
- 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. Test de Luria-Christensen
  - 5.10.2. Neuropsychological Maturity Questionnaire (CUMANIN and CUMANES)
  - 5.10.3. Mini-Mental State Examination (MMSE)

**Module 6. Language Development Disorders**

- 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 of Language With Learning Difficulties
  - 6.3.1. Communication, Language, Speech and Language
  - 6.3.2. General Aspects of Language Development
  - 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 Assessment
  - 6.6.1. Assessment Tools
  - 6.6.2. Components to Be Assessed
  - 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 and Hyperactivity Disorder
  - 7.5.1. Description and Characteristics
  - 7.5.2. Clinical Diagnosis and Assessment of the Disorder
  - 7.5.3. Treatment
- 7.6. Autism Spectrum Disorder
  - 7.6.1. Description and Characteristics
  - 7.6.2. Assessment and Therapeutic Interventions
- 7.7. Childhood and Adolescent Depression
  - 7.7.1. Characteristics
  - 7.7.2. Assessment of the Disorder
  - 7.7.3. Treatment
- 7.8. Childhood Anxiety Disorders and Phobias
  - 7.8.1. Characteristics
  - 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 Intervention

- 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 Origin
  - 8.3.2. 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. Stress Inoculation Procedure
  - 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





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*You will implement inclusive strategies that promote equal opportunities and the active participation of all individuals, including those with special needs”*



# 04

## Teaching Objectives

This university program will equip psychologists with advanced skills to intervene in educational and healthcare contexts, utilizing assessment, diagnosis, and intervention techniques tailored to human development. Throughout the program, they will cover everything from the foundations of learning psychology and neuroscience to early intervention, child and adolescent psychopathology, and behavior modification techniques. In this way, graduates will be able to design prevention and psychological well-being promotion programs, applying ethical practices based on evidence, and improving quality of life in educational and healthcare settings.



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*Thanks to this comprehensive syllabus, you will apply psychological interventions to address common issues such as stress, behavioral problems, and collective mental health”*





## General Objectives

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- ♦ Understand the theoretical and practical foundations of educational and health psychology
- ♦ Analyze the processes of cognitive, emotional, and social development in educational contexts
- ♦ Identify the main learning theories and their application in the classroom
- ♦ Evaluate developmental and language disorders in childhood and adolescence
- ♦ Design psychoeducational interventions tailored to the individual needs of students
- ♦ Apply behavior modification techniques in school and clinical settings
- ♦ Interpret psychometric tests for assessing cognitive and emotional functions
- ♦ Promote psychological and emotional well-being in educational environments
- ♦ Implement strategies for early intervention and the prevention of learning difficulties
- ♦ Foster educational inclusion through effective psycho-pedagogical tools





## Specific Objectives

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### **Module 1. Educational Psychology: History, Approaches, and Theoretical Foundations**

- ♦ Delve into the evaluation methods for each of the variables involved in the teaching-learning process
- ♦ Identify specific treatments for each of the variables involved in the teaching-learning process

### **Module 2. Developmental Psychology**

- ♦ Understand the functions, characteristics, and limitations of different theoretical models of developmental psychology.
- ♦ Identify the characteristics of the theoretical models of developmental psychology

### **Module 3. Neuroscience**

- ♦ Delve into human motivations, the biological structures that support them, and the psychological mechanisms that organize them
- ♦ Explain the relationship between biological functioning and behavior

### **Module 4. Psychology of Learning**

- ♦ Develop the critical judgment ability to evaluate processes or situations objectively
- ♦ Delve into the main topics of thinking, reasoning, decision-making, and problem-solving

### **Module 5. Psychological Assessment**

- ♦ Use strategies and techniques to engage recipients in the intervention process
- ♦ Select and construct indicators and measurement techniques to evaluate programs and interventions



### **Module 6. Language Development Disorders**

- ♦ Understand the prevention, detection, and evaluation of specific educational support needs arising from language development difficulties
- ♦ Design plans and programs with families and other relevant educational agents to intervene in response to specific educational support needs arising from language development difficulties

### **Module 7. Child and Adolescent Psychopathology and Intervention**

- ♦ Identify the different psychopathological disorders in childhood and adolescence
- ♦ Diagnose various child and adolescent pathologies and apply the most effective treatments

### **Module 8. Early Intervention**

- ♦ Understand the foundations and principles of developmental intervention, emphasizing its preventive, optimizing, and therapeutic aspects
- ♦ Know how to prepare oral and written reports on development at different stages of the life cycle

### **Module 9. Affective and Social Development**

- ♦ Understand topics such as attachment development and its subsequent evolution throughout the life cycle, the role of peer groups, and social relationships
- ♦ Also master the evolution and importance of family relationships across the life cycle, as well as the role of family and school in affective and social development





### Module 10. Behavior Modification Techniques

- ♦ Identify and interpret personal factors in relation to individual differences in cognitive intervention
- ♦ Conduct precise evaluations useful for cognitive-behavioral intervention
- ♦ Identify appropriate direct intervention methods in accordance with therapeutic goals, as well as in clinical and socio-health contexts
- ♦ Measure the outcomes of cognitive-behavioral intervention

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*You will handle modern approaches that promote well-being, resilience, and personal development of individuals”*



05

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.





“

*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

## The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”



## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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





## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"*

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

### The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



#### 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### Interactive Summaries

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

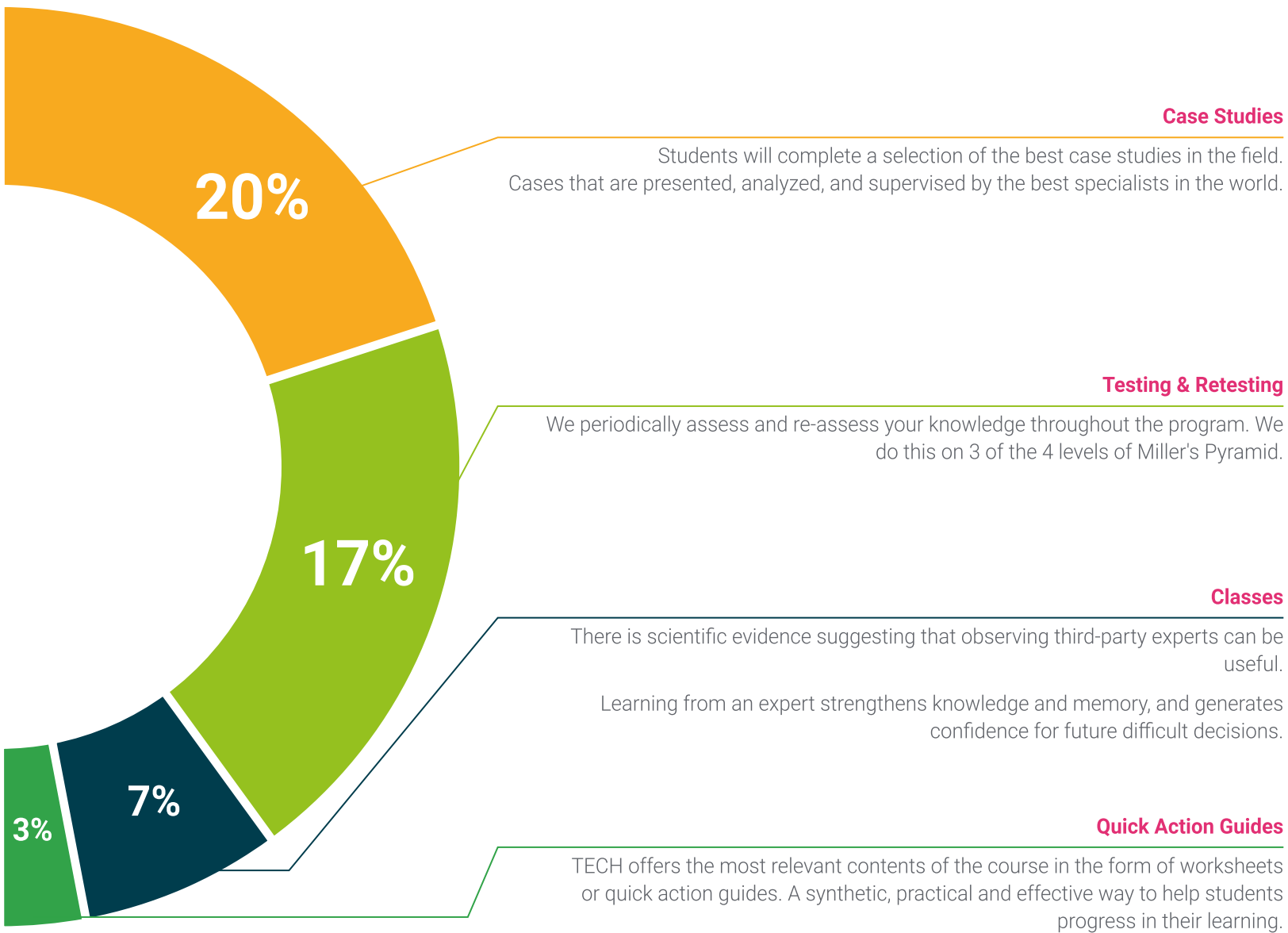
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.







06

# Certificate

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





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

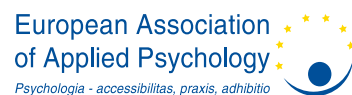
This private qualification will allow you to obtain a **Professional Master's Degree in Educational and Health Psychology** endorsed by **TECH Global University**, the world's largest online university.

**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.

TECH is a member of the European Association of Applied Psychology (EAAP), an organization that brings together the best specialists and experts in psychology from more than 120 countries. Thanks to this, students will have access to panel discussions, forums, exclusive material and connections with professionals and research centers from all over the world, thereby expanding their opportunities for learning and professional development.

**TECH is a member of:**

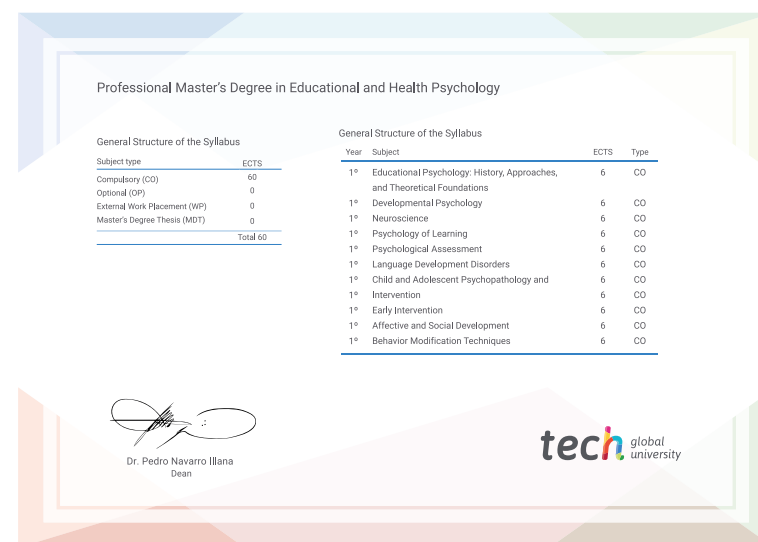
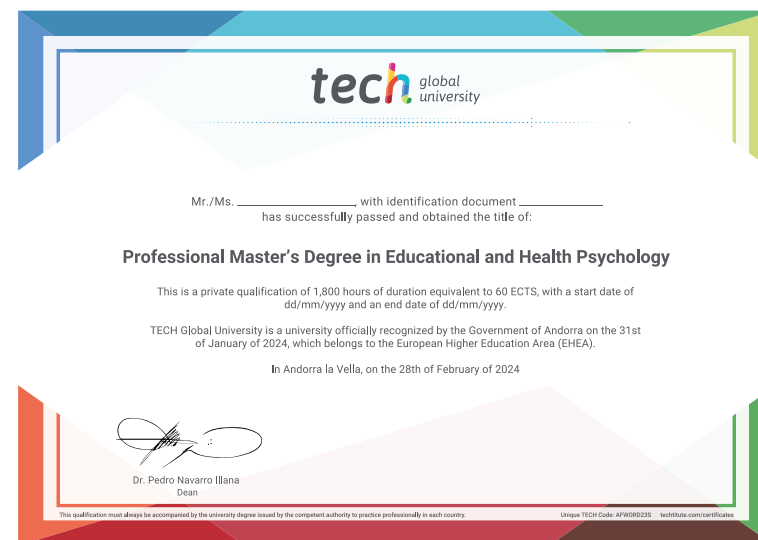


Title: **Professional Master's Degree in Educational and Health Psychology**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





## Professional Master's Degree

### Educational and Health Psychology

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

# Professional Master's Degree

## Educational and Health Psychology

Accreditation/Membership

European Association  
of Applied Psychology

*Psychologia - accessibilitas, praxis, adhibitio*



**tech** global  
university