

Master's Degree

Community Health Psychology and Social Intervention



Master's Degree Community Health Psychology and Social Intervention

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

Website: www.techtute.com/us/psychology/master-degree/master-community-health-psychology-social-intervention

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 14

04

Course Management

p. 18

05

Structure and Content

p. 22

06

Methodology

p. 38

07

Certificate

p. 46

01

Introduction

Psychological intervention is the backbone of action on the mental and emotional health of communities and social groups, especially in working with groups at risk of exclusion. In this program, the professional will acquire the necessary knowledge and skills to work in this area, learning the latest techniques in the sector, the most innovative ways of detection and the most innovative work programs. A unique opportunity to give your career the boost it needs and expand your training with this high-level program.





“

This Master's Degree will broaden your horizons as a psychologist and will allow you to grow personally and professionally"

This Master's Degree provides extensive knowledge in advanced models and techniques in community health and social intervention. For this, the professional will have a faculty that stands out for its extensive professional experience in the different areas in which psychology is developed and in the different sectors of the population.

With this program you will develop the necessary skills to act in different application contexts such as the promotion of volunteering and community development; gender diversity and equal opportunity policies; intervention in family diversity and families at risk; action in the criminological context; prevention and treatment of violence, mistreatment and abuse; and public health strategies, prevention and promotion, among others.

Throughout this program, the professional will go through all the current approaches in the work of the community health and social intervention psychologist. The correct approach to psychopathological disorders; knowing the characteristics and fundamental aspects of the psychological interview or knowing how to analyze needs and demands, will be many of the work and study topics that you will be able to integrate in your training with this complete program.

TECH will not only take you through the theoretical knowledge we offer, but will show you another way of studying and learning, more organic, simpler and more efficient. We will work to keep the professional motivated and to create a passion for learning, helping them to think and develop critical thinking.

A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

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

- ♦ The development of 100 practical cases presented by experts
- ♦ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for Psychologist
- ♦ New developments and innovations in the different areas of psychology
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student.
- ♦ Special emphasis on cutting-edge methodologies.
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



A program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively"



Access the deep knowledge of Community Health Psychology and Social Intervention and its multiple implications, in a complete program created to propel you to another professional level"

It includes a very broad teaching staff made up of experts in psychology, who share their work experience in this training, as well as recognized specialists from leading communities 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 training program designed to train in real situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced psychology experts.

Increase your confidence as a psychologist, updating your knowledge through this Master's Degree.

A Master's Degree that will allow you to apply the knowledge you acquire in a practical way, with an approach focused on real and contextual learning.



02

Objectives

The objectives of this program have been established as a guide for the development of the entire course, with the specific mission of offering students very intensive training that will really boost their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.





“

If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, then look no further. This program will give your career the boost it needs”



General Objective

- ◆ Foster psychology professionals in the acquisition of new skills and knowledge necessary for the practice of Community Health Psychology and Social Intervention



Make the most of this opportunity and take the step to get up to date on the latest developments in Community Health Psychology and Social Intervention”





Specific Objectives

Module 1. Health Psychology and Quality of Life

- ◆ Learn the fundamentals of health psychology and quality of life
- ◆ Conceptually analyze what health psychology is and why it emerged
- ◆ Learn historical and methodological aspects
- ◆ Understand the historical and methodological process for effective research, with special interest in the field of stress

Module 2. Psychology of Social Interaction

- ◆ Get to know the theories and psychosocial processes involved in social interaction, as well as the models, concepts and methods by which these processes are articulated
- ◆ Reflect on their own internal social interaction processes (identity training, self-concept and emotions) and on those linked to the contexts in which the individual is sustained (family and culture)
- ◆ Know the instruments that help to detect risk situations for social behavior
- ◆ Delve into strategies, concepts and ideas to promote such healthy social behavior. Different studies and scientific research will be presented
- ◆ Obtain a global vision of what can lead to a given behavior and, more importantly, facilitate social behaviors with more adaptive processes

Module 3. Family, Community and Human Development

- ◆ Understand human behavior, it 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. Group Psychology

- ◆ Describe the psychosocial principles (needs and demands) of individuals and groups
- ◆ Analyze and describe how groups work
- ◆ Describe the interaction processes
- ◆ Investigate inter-organizational dynamics and structure
- ◆ Measure the influence of subject/group contexts on social interaction
- ◆ Define intervention objectives and design the basic intervention contingency 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 5. 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 6. Violence Against Women: Genesis, Analysis, Prevention and Intervention

- ♦ Learn the main aspects of the prevention of violent behavior, for an adequate approach to this phenomenon
- ♦ Plan and develop preventive intervention strategies
- ♦ Develop the necessary skills to actively participate in programs, projects and concrete cases of intervention against gender-based violence

Module 7. 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 8. Family Counseling and Intervention

- ♦ Analyze the demands and needs of the addressees
- ♦ Apply basic intervention strategies and methods to target audiences
- ♦ Learn the theoretical and therapeutic models in working with families
- ♦ Learn an integral and evolutionary vision of the family
- ♦ Intervene in family contexts
- ♦ Learn about the mediation process



Module 9. Addiction Assessment and Intervention

- ◆ Analyze the demands and needs of the addressees
- ◆ Apply basic intervention strategies and methods to target audiences
- ◆ Understand the processes of acquisition and maintenance of addictions
- ◆ Master the social and contextual factors in which addictions develop
- ◆ Differentiate between substance and non-substance addictions with their own characteristics
- ◆ Learn the characteristic treatments
- ◆ Learn how to prevent relapses

Module 10. Conflict and Negotiation

- ◆ Understand and comprehend social relationships and coexistence
- ◆ Argument and reasoning, complex ideas, problems and solutions
- ◆ Negotiate and mediate between people or institutions in the context of a conflict
- ◆ Design, plan and organize one's own work
- ◆ Encourage initiative and entrepreneurship
- ◆ Develop aptitudes and skills to adapt to new situations

Module 11. 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

03 Skills

After passing the assessments of the Master's Degree in Community Health Psychology and Social Intervention, the professional will have superior competence and performance in this area. A very complete approach, in a high-level Master's Degree.



“

Achieving excellence in any profession requires effort and perseverance. But, above all, the support of professionals, who will give you the boost you need, with the necessary means and assistance. We put all this at your service"



Basic Skills

- ◆ Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- ◆ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area 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

“

This Master's Degree is aimed at all psychologists who want to achieve a high degree of specialization”





Specific Skills

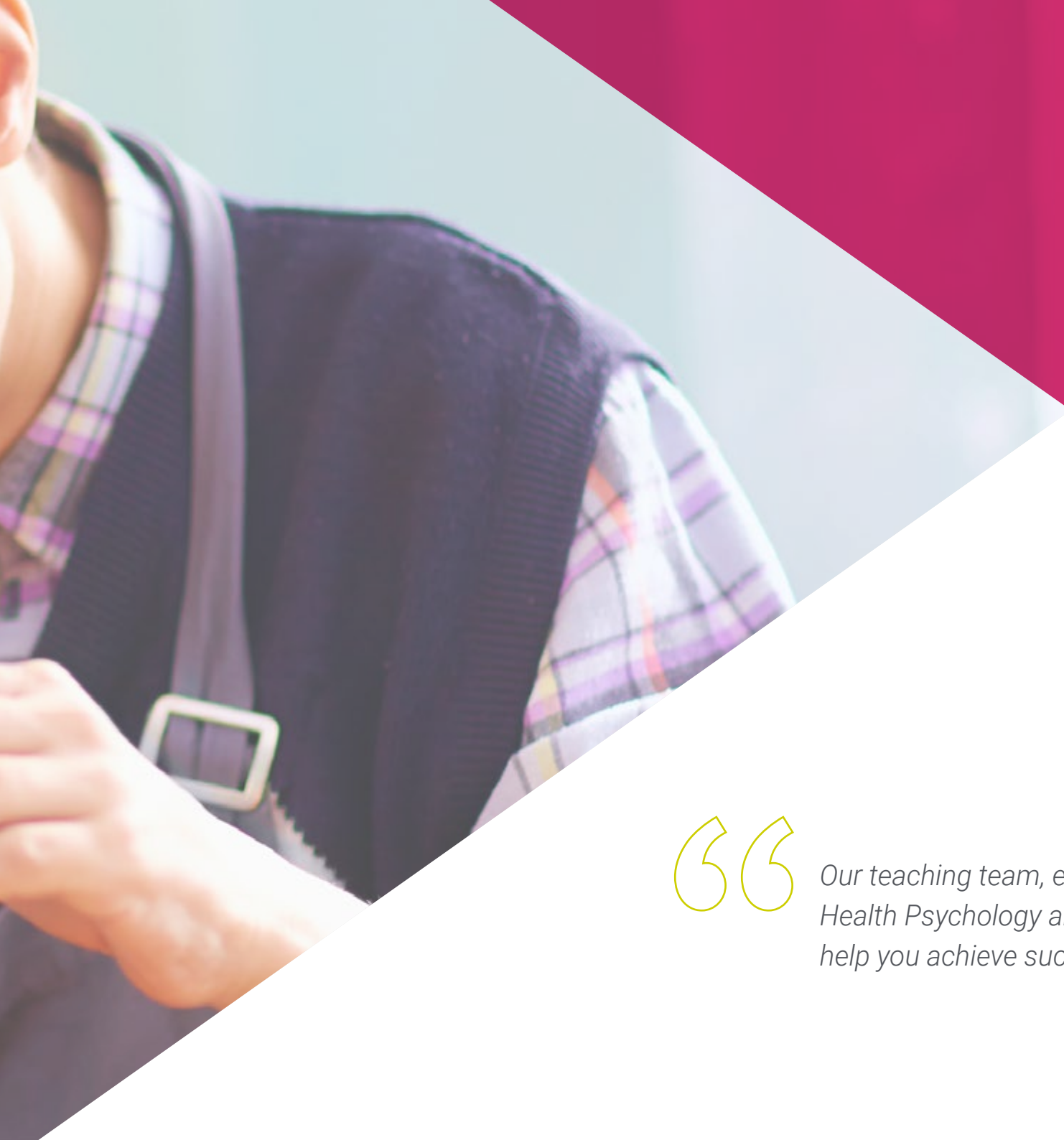
- ◆ Recognize the specific guidelines for work in health and quality of life psychology
- ◆ Explain the dynamics of the psychology of social interaction
- ◆ Intervene in family, communication and human development
- ◆ Conduct group dynamics for therapeutic purposes
- ◆ Knowing the systematics of legal psychology
- ◆ Act in the context of violence against women
- ◆ Know how to organize an intervention in the social and community environment
- ◆ Work as a family psychologist
- ◆ Help in case of addictions
- ◆ Realize and understand conflict and orchestrate negotiation
- ◆ Act as a community health coach

04

Course Management

TECH has professionals specialized in each area of knowledge, who contribute their work experience into these programs. A multidisciplinary team with recognized prestige that has come together to offer you all their knowledge in this area.





“

Our teaching team, experts in Community Health Psychology and Social Intervention, will help you achieve success in your profession"

Management



Ms. Peña Granger, Mercedes

- ♦ Head of Adult Psychiatry Nursing Unit at Gregorio Marañón Hospital. Madrid
- ♦ Diploma in Nursing from the Complutense University of Madrid.
- ♦ Diploma in Psychosomatic Nursing from the Complutense University of Madrid
- ♦ Degree in Social and Cultural Anthropology Complutense University of Madrid
- ♦ Degree in Nursing Rey Juan Carlos University
- ♦ Mental Health Specialist. Ministry of Health
- ♦ Master's Degree in Humanization of Health Institutions

Professors

Dr. Cunillera Llorente, Alicia H.

- ◆ Degree in Nursing with Extraordinary End of Degree Award (2009-2013)
- ◆ San Juan de Dios University School of Nursing and Physiotherapy, Comillas Pontifical University
- ◆ Psychiatric Hospitalization Unit (PHU) Eating Disorders Unit (EDU) G.U.H Gregorio Marañón
- ◆ Personality Disorders Unit. Dr. Rodríguez Lafora Hospital
- ◆ Personality Disorders Unit and Hospital Treatment and Rehabilitation Unit. San Miguel Clinic (Hermanas Hospitalarias)
- ◆ Brief Psychiatric Hospitalization Unit (UHB), Adolescent Psychiatry Unit (Brief Hospitalization Unit - UADO) G.U.H Gregorio Marañón

Ms. González Mele, Eva

- ◆ Specialty in Mental Health Nursing at the Gregorio Marañón Hospital.
- ◆ Diploma in Nursing from the Autonomous University of Madrid. (Red Cross School)
- ◆ Diploma in Human Nutrition and Dietetics from the Autonomous University of Madrid.
- ◆ Severo Ochoa University Hospital. Mental health nurse specialist in UHB (December 2020)
- ◆ Gregorio Marañón General University Hospital. Hospitalization UHB, UADO, psychiatry interconsultation and psychiatry emergency (June 2020 - November 2020)
- ◆ Intercenters Residential Ballesol Pozuelo. Residential center nurse (July 2012 - May 2018).
- ◆ La Paz University Hospital. General Surgery Unit (Inpatient), Nephrology Unit (Inpatient, Acute-Hemodialysis Unit, CAPD and Renal Transplant) (June 2011 - September 2011).

Ms. García, Paula

- ◆ Master's Degree in General Health Psychology Nebrija University
- ◆ Master Expert in Animal Assisted Interventions (AAI) University of Jaén
- ◆ Degree in Medicine from the Complutense University of Madrid
- ◆ Own private clinic General Health Psychologist
- ◆ Gregorio Marañón Hospital, Recruiter for the COVID-19 genetic research project.
- ◆ Perros Azules Association. General Health Psychologist Expert in AAI
- ◆ Animal Sense 2018-2019
- ◆ General Health Psychologist Expert in AAI and Canine Guide

Ms. Nuño García, María

- ◆ Specialist Nurse in Mental Health. Nursing Resident Intern training carried out in the Teaching Unit of the G.U.H. Gregorio Marañón Issued by the Ministry of Health
- ◆ Master's Degree in Hemodialysis for Nursing, Complutense University of Madrid.
- ◆ Degree in Nursing issued from the University of Alcalá.
- ◆ Nurse specialist in Mental Health in the emergency department and infant-juvenile liaison nurse at the Gregorio Marañón University Hospital.
- ◆ Nurse specialist in Mental Health in the brief hospitalization unit (UHB) of adult psychiatry at the 12 de Octubre University Hospital.
- ◆ Nurse specialist in Mental Health in the Medium Stay Unit (UME) for adolescents with severe mental disorders in the Community of Madrid, in the company Casta Guadarrama.
- ◆ Nurse Resident Intern (NRI) in Mental Health

05

Structure and Content

The contents of this comprehensive training program have been developed by the sector's most competent professionals, with a high quality criterion at every stage of the course. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.





“

This Master's Degree in Community Health Psychology and Social Intervention contains the most complete and up-to-date program on the market"

Module 1. Health Psychology and Quality of Life

- 1.1. Health Psychology
 - 1.1.1. Historical Approach to the Concepts of Health and Disease
 - 1.1.2. The Birth of Health Psychology
 - 1.1.3. Conclusions
- 1.2. Methodology in Health Psychology Research
 - 1.2.1. Key Concepts and Health Indicators in Epidemiologic Research
 - 1.2.2. Classification of Epidemiological Studies
 - 1.2.3. Health Program Assessment
- 1.3. Contexts of Psychological Health Care
 - 1.3.1. Basic Considerations
 - 1.3.2. Care in Public Health Centers
 - 1.3.3. Care in Private Registered Centers
- 1.4. Lifestyle and its Impact on Health
 - 1.4.1. What is Health Behaviour?
 - 1.4.2. Healthy Habits Versus Risk Habits
 - 1.4.3. Conclusions
- 1.5. Health Promotion and Disease Prevention
 - 1.5.1. Relevant Aspects of Health Behavior Modification Intervention
 - 1.5.2. Health Promotion and Disease Prevention in Different Contexts
 - 1.5.3. Conclusions
- 1.6. Stress and its Impact on Disease
 - 1.6.1. Conceptual Delimitation
 - 1.6.2. Psychophysiological Pathways of Stress
 - 1.6.3. Stress and Disease
 - 1.6.4. What Makes a Situation Stressful?
 - 1.6.5. Stress Control Techniques
 - 1.6.6. Healthy Stress
- 1.7. Health and Quality of Life Improvement
 - 1.7.1. Managing Disease
 - 1.7.2. Preventing the Progress of the Disease
 - 1.7.3. Conclusions



- 1.8. Chronic Diseases and Pain
 - 1.8.1. An Approach to Chronic Diseases
 - 1.8.2. Pain: An Approach from a Psychological Viewpoint
 - 1.8.3. Conclusions
- 1.9. Family Intervention in Health
 - 1.9.1. Disease and Family. Basic Aspects
 - 1.9.2. The Family When Tackling Chronic-Progressive Diseases in Children
 - 1.9.3. The Family When Tackling Chronic Degenerative Processes in Older Adults
- 1.10. Designing Programs for the Prevention of Health Risk Situations
 - 1.10.1. Introduction
 - 1.10.2. Logical Framework Phases
 - 1.10.3. Project Form Format for Funding

Module 2. Psychology of Social Interaction

- 2.1. Introduction to the Subject
 - 2.1.1. Why Social Interaction Processes Are Important
 - 2.1.2. Origin: Darwin
 - 2.1.3. Gaps that Have Been Filled: Further Developments in Darwinian Theory
 - 2.1.4. Evolutionary Perspective
 - 2.1.5. Competition and Cooperation
- 2.2. Cultural Context and its Influence on the Processes of Social Interaction
 - 2.2.1. Introduction
 - 2.2.2. Social Psychology and Culture
 - 2.2.3. Conclusions
- 2.3. Emotions in Social Interaction
 - 2.3.1. Definitions of Emotion and Related Terms
 - 2.3.2. Theories of the Study of Emotion
 - 2.3.3. Social Influence and Social Context
 - 2.3.4. The Role of Others and Culture on Emotional Expression
 - 2.3.5. Emotional Regulation and Self-Control
- 2.4. Self-Concept and Social Identity
 - 2.4.1. The Study of the Self
 - 2.4.2. Self-Concept and Self-Esteem Research
 - 2.4.3. Self-Concept and Self-Esteem in Adolescence
- 2.5. Couple's Relationship
 - 2.5.1. Couple's Health Indicators
 - 2.5.2. Pathology of the Couple
 - 2.5.3. Attachment
 - 2.5.4. Types of Crises that Can Occur in a Couple
- 2.6. Successful Family Relationships
 - 2.6.1. Introduction: The Systemic Model and Relevant Approaches
 - 2.6.2. Communication as the Basis for Family Relationships
 - 2.6.3. Healthy Family: A Context Favorable for More Possibilities
 - 2.6.4. Emotional Family Psychoeducation
- 2.7. Aggression and its Consequences in Today's World
 - 2.7.1. Definition
 - 2.7.2. Basic Assumptions in the Psychosocial Analysis of Aggression
 - 2.7.3. Psychosocial Theories
 - 2.7.4. Mechanisms Involved in the Aggression Process
- 2.8. Prevention and Intervention of Aggressive-Violent Behavior in Childhood and Adolescence
 - 2.8.1. Definition of the Concept of Bullying
 - 2.8.2. Theories Explaining Aggressiveness and Violent Behavior
 - 2.8.3. Contexts and Factors Involved in Peer-to-Peer Violence
 - 2.8.4. Research on the Prevalence of Peer-to-Peer Violence
- 2.9. Aid and Altruism
 - 2.9.1. History of Helping Behavior in Social Psychology
 - 2.9.2. Basic Concepts: Prosocial Behavior, Helping Behavior, Altruism and Cooperation
 - 2.9.3. Explanatory Theories on Origins and Prosocial Tendencies
- 2.10. Social Influence Processes
 - 2.10.1. Psychosocial Analysis of Social Influence
 - 2.10.2. Influence Centered on the Individual
 - 2.10.3. Group-Centered Influence
 - 2.10.4. Application of Social Influence to Different Aspects of Society

Module 3. Family, Community and Human Development

- 3.1. Introduction to the Study of Affective and Social Development
 - 3.1.1. Introduction
 - 3.1.2. Explanatory Theories
 - 3.1.3. Classification of Social Development Studies
- 3.2. Beginning of Affective Relationships
 - 3.2.1. Conditions Necessary for an Attachment to Form
 - 3.2.2. Guidance for Parents to Improve Interaction with the Child with a Disability
 - 3.2.3. The Formation of the First Attachment
 - 3.2.4. Components of the Attachment Relationship
 - 3.2.5. Evolution of Attachment During Childhood
- 3.3. Development and Evolution of Attachment in Infancy
 - 3.3.1. Theories on Affective Development
 - 3.3.2. Affective Development
 - 3.3.3. Types of Attachment
 - 3.3.4. Emotional development
- 3.4. Development of Attachment from Adolescence to Adulthood
 - 3.4.1. Attachment in Adolescence
 - 3.4.2. Attachment in Young Adults
 - 3.4.3. Attachment in Middle-Aged and Older Adults
 - 3.4.4. Differences in Attachment in Adulthood
- 3.5. Development of Personal Identity
 - 3.5.1. The Development of the Self-Concept
 - 3.5.2. Self-Esteem: the Evaluation Component of Self-Esteem
 - 3.5.3. The Development of Self-Control
 - 3.5.4. Who Am I Going to Be? Forging an Identity
 - 3.5.5. The Other Side of Social Cognition: Getting to Know Others
- 3.6. Peer-to-Peer Relationships
 - 3.6.1. Peers: A New Social Experience?
 - 3.6.2. Sibling Relationships from 2 to 6 Years of Age
 - 3.6.3. Social Interactions in Play, Aggressiveness and Prosociality.
 - 3.6.4. Peer Relationships: Friendship
 - 3.6.5. Children's Groups and Dominance Hierarchies
 - 3.6.6. The Determinants of Social Experience
- 3.7. Social Development in Adolescence
 - 3.7.1. Model of Individual Change: Erikson's Theory
 - 3.7.2. Self-Concept and Self-Esteem
 - 3.7.3. Family Relationships
 - 3.7.4. Relationships with Peers
- 3.8. Moral Development
 - 3.8.1. What is Moral Development?
 - 3.8.2. Moral Thinking
 - 3.8.3. Moral Behavior
 - 3.8.4. Moral Sentiments
 - 3.8.5. Moral Education
 - 3.8.6. Values, Religion and Sects
- 3.9. Early Promotion of Emotional Development
 - 3.9.1. Factors that Determine Parental Performance
 - 3.9.2. Intervention Models
 - 3.9.3. Educational Criteria for Parents
- 3.10. Intervention in Social Development
 - 3.10.1. Family Education and Social Competence
 - 3.10.2. Assessment of Social Competence in Young Children
 - 3.10.3. Development of Social Competence in the Early Childhood School
 - 3.10.4. Procedures for Developing Social Competence in Early Childhood Schools
 - 3.10.5. Prevention of Antisocial Behavior



Module 4. Group Psychology

- 4.1. Groups in Psychology: Conceptualization, Classifications and Typologies. The Reality of Groups: From the Individualistic to the Interactionist Approach
 - 4.1.1. Social Influence: An Approach to Normalization and Conformity
 - 4.1.2. Group Concept: Definitions Based on Interdependence, Social Identity and Social Interaction and Structure
 - 4.1.3. Types of Groups
- 4.2. Temporal Aspects: Training, Development and Socialization of Groups
 - 4.2.1. Group Functions
 - 4.2.2. The Group as a Dynamic Phenomenon
 - 4.2.3. Formation of Groups as a Process of Social Integration
- 4.3. Group Development: Explanatory Models
 - 4.3.1. The Purpose of Groups
 - 4.3.2. Development of the Relationship Between the Individual and the Group: Group Socialization
 - 4.3.3. Conclusions
- 4.4. The Physical, Personal and Social Environment of Groups
 - 4.4.1. Physical Environment of the Group: Group Space. Human Territoriality
 - 4.4.2. Small Group Ecology
 - 4.4.3. Environmental Stressors and Their Effect on Group Processes
- 4.5. Personal Environment of the Group: The Size of the Group
 - 4.5.1. Personal Variables and Their Effect on Group Behavior and Performance
 - 4.5.2. Social Environment of the Group: Effects of Composition
 - 4.5.3. Conclusions
- 4.6. Intergroup Relationships
 - 4.6.1. Main Explanatory Models
 - 4.6.2. Affection and Intergroup Relationships
 - 4.6.3. Intergroup Conflicts
 - 4.6.4. Psychosocial Strategies for the Prevention and Management of Intergroup Conflict

- 4.7. Group Structure: Status, Role and Rules
 - 4.7.1. Group Structure: Definitions and Components
 - 4.7.2. Status and Roles
 - 4.7.3. Relationships Between Role and Rule
 - 4.7.4. Social Influence: Rules and Enforcement
 - 4.7.5. Group Structure and Cohesion
- 4.8. Leadership and Group Functioning
 - 4.8.1. Conceptual Approach
 - 4.8.2. Leader Characteristics and Behavior
 - 4.8.3. Leadership and Power
 - 4.8.4. Leadership Styles
 - 4.8.5. Situational Leadership
 - 4.8.6. Super Leadership
- 4.9. Scope of Group Application
 - 4.9.1. Conceptual Approach to the Different Areas of Group Application
 - 4.9.2. Work
 - 4.9.3. Therapeutics
 - 4.9.4. Educational
 - 4.9.5. Psychosocial
- 4.10. Group Dynamics Techniques and Activities: Group Psychotherapy in Specific Programs
 - 4.10.1. Group Psychotherapy on Specific Programs
 - 4.10.2. Eating Disorders
 - 4.10.3. Personality Disorders
 - 4.10.4. Psychosis
 - 4.10.5. Alcohol Consumption Disorder
 - 4.10.6. Affective and Anxiety Disorders
 - 4.10.7. Group Therapy for the Elderly

Module 5. Legal Psychology

- 5.1. Legal Psychology
 - 5.1.1. What Is Legal Psychology?
 - 5.1.2. Act and Legal Fact
 - 5.1.3. The Union: Psychology and Law
 - 5.1.4. Action Nuclei
 - 5.1.5. Praxis and Deontology
- 5.2. An Expert Report
 - 5.2.1. What is an Expert Report?
 - 5.2.2. Report Types According to Scenarios
 - 5.2.3. Sections of the Report
 - 5.2.4. Writing the Report
- 5.3. Psychological Assessment
 - 5.3.1. Expert Witness and Expert Assessment
 - 5.3.2. Stages of Forensic Psychological Expertise
 - 5.3.3. Scenarios for Psychological Assessment
 - 5.3.4. The Interview
- 5.4. Criminal Proceedings
 - 5.4.1. The Parties to Criminal Proceedings
 - 5.4.2. Imputability vs. Psychological Unimputability
 - 5.4.3. Causes of Psychological Unimputability
- 5.5. The Civil Procedure
 - 5.5.1. Civil and Family Law
 - 5.5.2. Role in Guardianship and Custody
 - 5.5.3. Role in Adoption and Guardianship
 - 5.5.4. The Psychological Effects of Divorce

- 5.6. Work Setting
 - 5.6.1. Determining Partial Psychological Disability
 - 5.6.2. Determining Total Psychological Disability
 - 5.6.3. Psychological Effects of the Nature of Work
 - 5.6.4. Psychological Effects of Mobbing
- 5.7. Children in Legal Proceedings
 - 5.7.1. What Is Juvenile Delinquency?
 - 5.7.2. Psychological Theories Explaining Juvenile Delinquency
 - 5.7.3. Juvenile Delinquency Risk Factors
 - 5.7.4. The Law and Juvenile Offenders
- 5.8. Mediation
 - 5.8.1. The Concept of Conflict
 - 5.8.2. Alternative Non-judicial Solutions
 - 5.8.3. Mediation Theories
 - 5.8.4. Technique in Mediation
 - 5.8.5. Mediation Processes
- 5.9. Victimology
 - 5.9.1. Psychological Approach
 - 5.9.2. Who Is the Victim?
 - 5.9.3. Types of Victim
 - 5.9.4. Victim vs. Perpetrator
 - 5.9.5. The Role of Psychology
- 5.10. Correctional Psychology
 - 5.10.1. Crime Theories
 - 5.10.2. Risk Factors
 - 5.10.3. Correctional Assessment
 - 5.10.4. Principles of Correctional Intervention
 - 5.10.5. Personality and Crime

Module 6. Violence Against Women: Genesis, Analysis, Prevention and Intervention

- 6.1. The Understanding of Gender Violence
 - 6.1.1. Previous Ideas about Violence Against Women. (Myths and Neo-Myths)
 - 6.1.2. Distinctive Characteristics of Gender Violence
 - 6.1.3. Origin and Transmission of Violence Against Women
 - 6.1.4. Basic Characteristics of Violence Against Women
 - 6.1.5. Manifestations of Violence Against Women: Physical, Sexual, Psychological, etc. and the Interrelationship Between Them
 - 6.1.6. Forms of Violence Against Women According to Scenarios and Throughout the Life Cycle
- 6.2. Basic Aspects for Professional Intervention
 - 6.2.1. Gender Violence as a Tool for Ensuring Dominance and Inequality: Implications of this Approach
 - 6.2.2. The Subjects of Violence: Batterer and Victim: Behavioral, Cognitive and Interactive Dimension
 - 6.2.3. The Cycle of Violence: Evolution and Consequences
 - 6.2.4. The Violence Process
- 6.3. Consequences for the Woman that Suffers from It
 - 6.3.1. Physical, Psychological Criteria and Social Consequences
 - 6.3.2. Victimization and Personality Nullification
 - 6.3.3. Emotional Dependence: The Traumatic Bond
- 6.4. The Impact of Violence on Children Exposed to Violence against their Mothers
 - 6.4.1. Physical, Psychological Criteria and Social Consequences
 - 6.4.2. Resources and Care Programs
- 6.5. Intervention in Processes of Violence Against Women
 - 6.5.1. Intervention with Women who Suffer Gender-Based Violence
 - 6.5.2. Intervention with Children who are "Witnesses" of Violence
 - 6.5.3. Re-education Programs with Men Perpetrators of Violence
 - 6.5.4. Gender Violence Prevention Programs for Young Couples

Module 7. Social and Community Intervention

- 7.1. Social Intervention
 - 7.1.1. The Historical Background of Social Intervention
 - 7.1.2. Fundamentals of Social and Community Intervention
 - 7.1.3. Areas of Action
- 7.2. Intervention Programs
 - 7.2.1. Program Objectives
 - 7.2.2. Population Characteristics
 - 7.2.3. Detecting Population Needs
 - 7.2.4. Program Design
- 7.3. Patient-Centered Intervention
 - 7.3.1. Patient-Centered vs. Disease-Centered Intervention
 - 7.3.2. Psychological Approach to Chronicity
 - 7.3.3. Patient-Centered Program Design
 - 7.3.4. Intervention in Chronic Patients
- 7.4. Psychosocial Intervention in Situations of Poverty.
 - 7.4.1. Factors that Determine the Risk of Exclusion
 - 7.4.2. Risk Groups and Characteristics
 - 7.4.3. Intervention with Minors at Risk of Exclusion
 - 7.4.4. Psychological Effects of Exclusion
- 7.5. Intervention in Political Violence
 - 7.5.1. Political and Gender Violence
 - 7.5.2. Protocol for Dealing with Political Violence
 - 7.5.3. Psychological Impact of Political Violence
 - 7.5.4. Intervention Design and Characteristics
- 7.6. Program Implementation
 - 7.6.1. The Need to Consider the Design
 - 7.6.2. Types of Programs Based on Population
 - 7.6.3. Mandatory Program Features
 - 7.6.4. Program Implementation Methods
- 7.7. Implementing a Drug Program
 - 7.7.1. Psychology and Addictive Behavior
 - 7.7.2. Risk Factors in Addictive Behavior
 - 7.7.3. Programs with Drug Addicts
- 7.8. Cases of Vulnerability
 - 7.8.1. Determination of Psychosocial Vulnerability
 - 7.8.2. Psychosocial Risk and Vulnerability
 - 7.8.3. Programs Aimed at the Vulnerable Population
 - 7.8.4. Risk, Coping, Resilience, Stress and Attachment
 - 7.8.5. Psychosocial Support in Times of Crisis
- 7.9. Program Assessment
 - 7.9.1. Program Types
 - 7.9.2. Standards and Assessment Criteria (Be vs. Should Be)
 - 7.9.3. Monitoring Assessment Programs
 - 7.9.4. Measuring Impacts
- 7.10. Programs with Immigrants
 - 7.10.1. The Migratory Phenomenon in the 21st Century
 - 7.10.2. Causes for Migration (Economic, Physical and Psychological)
 - 7.10.3. Features of Immigrant Programs
 - 7.10.4. Intervention with Immigrants

Module 8. Family Counseling and Intervention

- 8.1. Conceptual Foundations
 - 8.1.1. Contextualization of the Study of the Family in Psychology
 - 8.1.2. The Concept of Family
 - 8.1.3. Current Social and Cultural Context of the Family
- 8.2. Why Guidance and Intervention in the Family Environment?
 - 8.2.1. Communication between the Different Spheres
 - 8.2.2. Main Family Problems
 - 8.2.3. Family Crises
 - 8.2.4. The Importance of Intervening in the Family Environment

- 8.3. General Conceptual Foundations of Counseling and Psychological Intervention
 - 8.3.1. Counseling and Psychological Intervention in the Family
 - 8.3.2. Phases of Counseling and Psychological Intervention
 - 8.3.3. Main trends and Models of Counseling and Psychological Intervention
- 8.4. Systemic and Structural Therapy in Family Counseling and Intervention
 - 8.4.1. Conceptual Foundations
 - 8.4.2. Features
 - 8.4.3. Intervention Phases
 - 8.4.4. Resources
- 8.5. Cognitive-Behavioral Therapy in Family Counseling and Intervention
 - 8.5.1. Conceptual Foundations
 - 8.5.2. Specific Characteristics
 - 8.5.3. Intervention Phases
 - 8.5.4. Resources
- 8.6. Counseling Model in Family Counseling and Intervention
 - 8.6.1. Conceptual Foundations
 - 8.6.2. Specific Characteristics
 - 8.6.3. Intervention Phases
 - 8.6.4. Resources
- 8.7. Comprehensive View of the Family and Therapeutic Approaches
 - 8.7.1. Intervention Approaches
 - 8.7.2. Efficient Therapeutic Practices
- 8.8. Specific Objects of Intervention in Today's Society in Family Counseling and Intervention
 - 8.8.1. Family Authority
 - 8.8.2. Family Violence
 - 8.8.3. Family Resilience
 - 8.8.4. Family Communication

- 8.9. The Role of Information Technologies and Family Communication
 - 8.9.1. Information and Communication Technologies
 - 8.9.2. Problems Associated with Information and Communication Technologies in the Family Environment
 - 8.9.3. Guidelines for Education and Family Praxis in the Use of Information and Communication Technologies
- 8.10. Family Education
 - 8.10.1. Educational Programs
 - 8.10.2. Proactive and Preventive Approach to Family Guidance and Intervention

Module 9. Addiction Assessment and Intervention

- 9.1. Definition of Addictions
 - 9.1.1. Substance Addictions
 - 9.1.2. Non-Substance Addictions
 - 9.1.3. Typical Behaviors
- 9.2. Context and Comorbidity of Addictions
 - 9.2.1. Cultural Characteristics
 - 9.2.2. Risk Factors
 - 9.2.3. Protective Factors
 - 9.2.4. Genetic Vulnerability
 - 9.2.5. Comorbidity
- 9.3. Neurobiological Mechanisms
 - 9.3.1. Characteristics of Addictive Behavior
 - 9.3.2. Licit Drugs
 - 9.3.3. Illicit Drugs
- 9.4. Assessment of Addictions
 - 9.4.1. Description, Classification, and Explanation of Addictions
 - 9.4.2. Evolutionary History
 - 9.4.3. Assessment Tools

- 9.5. Prevention Models
 - 9.5.1. Rational and Informative Model
 - 9.5.2. Influence Model
 - 9.5.3. General Skills Model
- 9.6. Addictions Intervention
 - 9.6.1. General Prevention
 - 9.6.2. Specific Prevention
- 9.7. Psychopathology and Drug Addiction
 - 9.7.1. Drug Addiction and Polydrug Addiction
 - 9.7.2. Anxiety and Depression
- 9.8. Dual Pathology
 - 9.8.1. Drug-Dependent Patients
 - 9.8.2. Profiles
 - 9.8.3. Phases: Acute and Chronic
- 9.9. Interview for the Assessment of Addictions
 - 9.9.1. Motivational Interview
 - 9.9.2. Specific Evaluation of the Different Addictions
- 9.10. Treatment of Addictions
 - 9.10.1. Intervention Strategy
 - 9.10.2. Therapeutic Process
 - 9.10.3. Therapeutic Objectives

Module 10. Conflict and Negotiation

- 10.1. Conflict and Negotiation
 - 10.1.1. Social Relations
- 10.2. Social Psychology and Negotiation
 - 10.2.1. The Relationship between Social Psychology and Negotiation
- 10.3. Negotiation
 - 10.3.1. Explanatory Models
- 10.4. Frequent Errors in Negotiation
 - 10.4.1. Attitudes and Constructive Techniques
 - 10.4.2. Irrationality

- 10.5. The Negotiation Process
 - 10.5.1. Preparing a Negotiation
 - 10.5.2. Negotiation Phases
- 10.6. Competitive Negotiation and Cooperative Negotiation
 - 10.6.1. The Eight Phase Model
- 10.7. Social Dilemmas
 - 10.7.1. Negotiation During Conflict
- 10.8. Factors that Affect Negotiation
 - 10.8.1. Personal Variables
 - 10.8.2. Contextual Variables
- 10.9. Negotiation Strategies
 - 10.9.1. Negotiation Tactics
 - 10.9.2. The Limits of Negotiation
- 10.10. Forms of Intermediation
 - 10.10.1. Law
 - 10.10.2. Conflicts
 - 10.10.3. Mediation

Module 11. Coaching

- 11.1. What Is Coaching?
 - 11.1.1. An Objective-Driven Process
 - 11.1.1.1. The Importance of Defining the Objective
 - 11.1.1.2. Starting from the End
 - 11.1.1.3. How to Define a SMARTER Objective?
 - 11.1.1.4. From Apparent to Real Objective
 - 11.1.1.5. Target Characteristics
 - 11.1.2. A Process Among People
 - 11.1.2.1. Coaching Framework or Context
 - 11.1.2.2. The Coaching Relationship
 - 11.1.2.3. Influences in the Coaching Process
 - 11.1.2.4. Trust
 - 11.1.2.5. Respect

- 11.1.3. The Bond
- 11.1.4. A Communicative Process
 - 11.1.4.1. The Power of Language
 - 11.1.4.2. Active Listening
 - 11.1.4.3. Lack of Judgment
 - 11.1.4.4. Non-Verbal Communication
- 11.1.5. An Action-oriented Process
 - 11.1.5.1. The Importance of Action
 - 11.1.5.2. Designing an Action Plan
 - 11.1.5.3. Monitoring
 - 11.1.5.4. Assessment
 - 11.1.5.5. A Creative Process
 - 11.1.5.6. Generating Options
 - 11.1.5.7. Choosing Options
- 11.2. The Origins and Background of Coaching
 - 11.2.1. Philosophical Origins and Maieutics
 - 11.2.1.1. Pre-Socratic Maieutics
 - 11.2.1.2. Socratic Maieutics
 - 11.2.1.3. Plato
 - 11.2.1.4. Later Philosophical Influences
 - 11.2.2. Influences of Humanistic Psychology
 - 11.2.2.1. The Basics of Humanistic Psychology
 - 11.2.2.2. Confidence in the Client's Ability
 - 11.2.2.3. Focus on Potentialities and Possibilities
 - 11.2.3. Contributions of Positive Psychology
 - 11.2.3.1. The Basics of Positive Psychology
 - 11.2.3.2. Conditions for Positive Psychology
 - 11.2.3.3. Human Strengths
 - 11.2.3.4. Meaning and Purpose in Life
 - 11.2.4. The Winner Game
 - 11.2.4.1. Deliberate Practice
 - 11.2.4.2. Improvement in Sports Performance
 - 11.2.4.3. Gawain
 - 11.2.5. Orientalism
 - 11.2.5.1. Importance of the Process or Pathway
 - 11.2.5.2. Objectives as Goals
 - 11.2.5.3. Detachment from Expectations and Achievements
 - 11.2.5.4. Understanding Suffering
 - 11.2.5.5. The Power of the Present
 - 11.2.6. Other Influences
 - 11.2.6.1. Systemic Psychology
 - 11.2.6.2. Gestalt Psychology
 - 11.2.6.3. The Flow Concept
 - 11.2.6.4. Zen Teachings
 - 11.2.6.5. Management
 - 11.2.6.6. Neurosciences
 - 11.2.6.7. Epigenetics
- 11.3. Current Schools and Trends
 - 11.3.1. The American School
 - 11.3.1.1. The Practical Coaching Approach
 - 11.3.1.2. Thomas Leonard
 - 11.3.1.3. Other Exponents
 - 11.3.2. The European School
 - 11.3.2.1. Humanistic Coaching
 - 11.3.2.2. John Whitmore
 - 11.3.2.3. Other Exponents of European Coaching
 - 11.3.3. The Latin American School
 - 11.3.3.1. The Ontological Coaching Approach
 - 11.3.3.2. Rafael Echeverría and Julio Olalla
 - 11.3.3.3. Other Exponents of Latin American Coaching

- 11.4. Differences Between Coaching and Other Approaches
 - 11.4.1. Specificities of a Coaching Relationship
 - 11.4.1.1. The Coachee's Responsibility
 - 11.4.1.2. The Role of the Coach
 - 11.4.1.3. Achieving Objectives
 - 11.4.2. The Limits of Coaching
 - 11.4.2.1. Psychological Conditions of the Coachee
 - 11.4.2.2. The Coach's Review and Personal Work
 - 11.4.2.3. Discomfort and Neurosis in Coaching Processes
 - 11.4.2.4. Signs of Psychosis in the Coachee
 - 11.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals
 - 11.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment
 - 11.4.3. Cognitive-Behavioral
 - 11.4.3.1. The Psychotherapeutic Approach
 - 11.4.3.2. The Psychodynamic Approach
 - 11.4.3.3. The Humanistic Approach
 - 11.4.3.4. The Gestalt Approach
 - 11.4.3.5. The Behavioral Approach
 - 11.4.3.6. The Jungian Approach
 - 11.4.3.7. Systemic Approach
 - 11.4.3.8. Complementation of Psychotherapy in Coaching Processes
 - 11.4.4. Mentoring
 - 11.4.4.1. Mentoring Objectives
 - 11.4.4.2. Relationships in Mentoring
 - 11.4.4.3. The Power of Trust in Mentoring
 - 11.4.4.4. Mentoring Advice in Mentoring
 - 11.4.4.5. Limits of Mentoring
 - 11.4.4.6. Complementation of Mentoring with Coaching Processes
 - 11.4.5. Consulting
 - 11.4.5.1. Relationships in Consulting
 - 11.4.5.2. The Objectives of Consulting
 - 11.4.5.3. Complementation of Consulting with Coaching processes
 - 11.4.6. Counseling
 - 11.4.6.1. Relationships in Counseling
 - 11.4.6.2. Objectives and Scope
 - 11.4.6.3. Complementation of Counseling in Coaching Processes
 - 11.4.7. Empowerment
 - 11.4.7.1. Definition
 - 11.4.7.2. Processes
 - 11.4.7.3. Types
 - 11.4.8. Other Approaches
 - 11.4.8.1. Art Therapy
 - 11.4.8.2. Music Therapy
 - 11.4.8.3. Drama Therapy
 - 11.4.8.4. Dance Therapy
 - 11.4.8.5. Body Therapies and Mind-Body Integrative Therapies
- 11.5. Areas of Coaching
 - 11.5.1. Live Coaching
 - 11.5.1.1. Personal
 - 11.5.1.2. Family
 - 11.5.1.3. Relationship
 - 11.5.2. Sports Coaching
 - 11.5.2.1. Professional Sports Coaching
 - 11.5.2.2. Health and Fitness Coaching
 - 11.5.2.3. Executive Coaching
 - 11.5.2.4. Team Coaching
 - 11.5.2.5. Business Coaching
 - 11.5.2.6. Nutritional Coaching

- 11.5.2.7. Systemic Coaching
- 11.5.2.8. Psycho Coaching
- 11.5.2.9. Transformational Coaching
- 11.5.2.10. Educational Coaching
- 11.6. The Competences of a Coach
 - 11.6.1. Code of Ethics
 - 11.6.1.1. Ecology
 - 11.6.1.2. Confidentiality
 - 11.6.1.3. Forming Partnerships
 - 11.6.1.4. Creating the Bond
 - 11.6.1.5. Honesty
 - 11.6.1.6. Transparency
 - 11.6.1.7. Respect
 - 11.6.1.8. Commitment
 - 11.6.2. Internal Skills
 - 11.6.2.1. Self-Knowledge
 - 11.6.2.2. Vulnerability
 - 11.6.2.3. Being Proactive
 - 11.6.2.4. Empathy
 - 11.6.2.5. Reflection
 - 11.6.3. External Skills
 - 11.6.3.1. Effective Communication
 - 11.6.3.2. Active Listening
 - 11.6.3.3. Admiration
 - 11.6.3.4. Assertiveness
 - 11.6.3.5. Feedback
 - 11.6.3.6. Process Management
 - 11.6.3.7. Silence
 - 11.6.3.8. Motivation
 - 11.6.4. Coaching Associations
 - 11.6.4.1. International Coach Federation
 - 11.6.4.2. International Coaching Community
 - 11.6.4.3. International Association of Coaching and Psychology
 - 11.6.5. Coaching Qualifications and Training
 - 11.6.5.1. Quality Training Requirements
 - 11.6.5.2. Accredited Programs
 - 11.6.5.3. Professional Coach Accreditation
 - 11.6.5.4. Accreditation Process
 - 11.6.6. The 11 ICF Core Competencies
 - 11.6.6.1. Laying the Foundations
 - 11.6.6.2. Co-Creating the Relationship
 - 11.6.6.3. Communicating Effectively
 - 11.6.6.4. Cultivating Learning and Growth
- 11.7. Session Structure
 - 11.7.1. Coach and Coachee Roles
 - 11.7.1.1. Role and Responsibilities of the Coach
 - 11.7.1.2. Role and Responsibilities of the Coachee
 - 11.7.1.3. The Coaching Process
 - 11.7.1.4. Defining Objectives
 - 11.7.1.5. Action Plan
 - 11.7.1.6. Commitment
 - 11.7.1.7. Partnerships
 - 11.7.1.8. Assessment
 - 11.7.2. Sponsor
 - 11.7.2.1. Company, Management or Institution as Sponsor
 - 11.7.2.2. Company and Coachee Objectives
 - 11.7.2.3. Responsibility in the Coaching Process
 - 11.7.3. Structure and Framework
 - 11.7.3.1. Initial Situation
 - 11.7.3.2. Desired Situation
 - 11.7.3.3. Distance Between the Start and Coaching Goal

- 11.7.4. Partnership and Contract
 - 11.7.4.1. The Suitability of a Partnership
 - 11.7.4.2. The Contract and Contractual Matters
 - 11.7.4.3. Differences and Complementarity Between Partnership and Contract
- 11.7.5. Types of Session According to their Purpose
 - 11.7.5.1. On Contact
 - 11.7.5.2. On the Starting Process
 - 11.7.5.3. On Development
 - 11.7.5.4. On Monitoring
 - 11.7.5.5. On Assessment
 - 11.7.5.6. On Closure
- 11.7.6. Closing the Relationship
 - 11.7.6.1. Process Assessment
 - 11.7.6.2. Relationship Assessment
 - 11.7.6.3. Evaluating the Achievement of Objectives
- 11.8. Models
 - 11.8.1. Wasik
 - 11.8.2. PIE
 - 11.8.3. STIR
 - 11.8.4. GROW Model
 - 11.8.4.1. Objective
 - 11.8.4.2. Reality
 - 11.8.4.3. Options
 - 11.8.4.4. Action
 - 11.8.4.5. Outcomes Model
 - 11.8.4.6. Objectives
 - 11.8.4.7. Reasons
 - 11.8.4.8. Acting from Now
 - 11.8.4.9. Clarifying the Difference
 - 11.8.4.10. Generating Options
 - 11.8.4.11. Motivating to action
 - 11.8.4.12. Enthusiasm and Incentives
 - 11.8.4.13. Support
- 11.8.5. Achieves Model
 - 11.8.5.1. Assess Cure and Situation
 - 11.8.5.2. Create Brainstorming of Alternatives
 - 11.8.5.3. Hone Goals
 - 11.8.5.4. Initiate Options
 - 11.8.5.5. Assess Options
 - 11.8.5.6. Validate Action Program
 - 11.8.5.7. Entourage Momentum
- 11.9. Coactive Coaching
 - 11.9.1. Fundamentals of Coactive Coaching
 - 11.9.2. The Coactive Coaching Model
 - 11.9.3. The Coactive Coaching Relationship
 - 11.9.4. Contexts
 - 11.9.4.1. Listening
 - 11.9.4.2. Intuition
 - 11.9.4.3. Curiosity
 - 11.9.4.4. Pushing and Deepening
 - 11.9.5. Self-Management
 - 11.9.5.1. Principles and Practices
 - 11.9.5.2. Fullness
 - 11.9.5.3. Process
 - 11.9.5.4. Balance
 - 11.9.5.5. Combining

11.10. Coaching as a Tool for the Development of Groups, Companies and Communities

11.10.1. Current Challenges for Companies and Institutions

11.10.2. Organizational Coaching

11.10.3. Company Objectives

11.10.4. Coaching Services for Companies

11.10.4.1. Executive

11.10.4.2. Specific Training Programs

11.10.4.3. Shadow Coaching

11.10.4.4. Group Coaching

11.10.4.5. (Systemic) Team Coaching

11.10.5. Psychometric Diagnostic Tools

11.10.5.1. Motivation and values

11.10.5.2. Psychometric Diagnostic Tools

11.10.5.3. MBTI

11.10.5.4. FIRO-B

11.10.5.5. Feedback 360

11.10.5.6. DISC

11.10.5.7. Belbin

11.10.5.8. Evolution in Systems and Communities

11.10.5.9. Change and Innovation through Coaching

11.10.5.10. Basic Coaching Tools

11.10.5.10.1. Personal Life Wheel

11.10.5.10.2. Teaching Wheel

11.10.5.10.3. Student Wheel

11.10.5.10.4. Personal SWOT Analysis

11.10.5.10.5. Johari Window

11.10.5.10.6. GROW Scheme

11.10.5.10.7. Circle of Control, Influence and Concern

11.10.5.10.8. Head, Heart, Belly

11.10.5.10.9. VAK



Our syllabus has been designed with teaching effectiveness in mind: so that you learn faster, more efficiently and on a more permanent basis"

06

Methodology

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

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



“

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

At TECH we use the Case Method

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

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



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

“

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

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

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

The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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

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



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



Study Material

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

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



Latest Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



07

Certificate

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



“

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

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

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

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

Title: **Master's Degree in Community Health Psychology and Social Intervention**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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

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



Master's Degree
Community Health
Psychology and
Social Intervention

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

Master's Degree

Community Health Psychology and Social Intervention

