

Postgraduate Certificate

Basic Psychological Processes



Postgraduate Certificate Basic Psychological Processes

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

Website: www.techtitute.com/us/psychology/postgraduate-certificate/basic-psychological-processes

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Structure and Content

p. 12

04

Methodology

p. 18

05

Certificate

p. 26

01

Introduction

Knowing the basic psychological processes in people is the basis for any professional development that involves the understanding of human activity. This Postgraduate Certificate has been created as a high-impact tool to enable, in this area, the students who take it, offering them a growth in competence in each and every one of the essential areas of this knowledge. A training that you cannot miss if you want to be competitive in the demanding labor market.



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An essential Postgraduate Certificate to understand human psychology from its base, with the quality of the most complete and updated contents in the educational market”

This Postgraduate Certificate is a complete journey through each and every one of the basic psychological processes, in the most important cognitive and emotional areas. A training created by experts in the field that will show you the different theories and approaches giving you the tools you need to face any therapeutic situation in this subject. For this, you will have a teaching faculty that stands out for its extensive professional experience in the different fields in which psychology has developed and in different sectors of the population.

Throughout this program, you will learn the current and newest approaches on this topic. We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to develop your passion for learning, helping you to think and develop critical thinking skills.

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

This **Postgraduate Certificate in Basic Psychological Processes** 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 the self-assessment process can be carried out 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



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

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A totally efficiency-focused approach that will allow you to learn in a real, constant and efficient way”

Forget the obsolete ways of studying the traditional way and make your learning easier and more motivating.

This Postgraduate Certificate makes a difference in the labor market by placing you among the most qualified professionals.

It includes a very broad teaching staff made up of experts in psychology, who share their work experience in this program, 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 program designed to learn in real situations.

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



02

Objectives

The objectives of this program have been established as a guide for the development of the entire training, with the specific mission of offering the students a very intensive learning experience 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.



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This training will give you the boost your career needs in the field of psychology, training you in the basic psychological processes with the breadth and concreteness you really need”



General Objective

- Train professionals qualified in this area, which who can intervene with real working capacity and with optimal results, supported by the most updated and useful theoretical and practical knowledge for their profession



This Postgraduate Certificate is aimed at all psychologists who want to achieve a high degree of specialization in Basic Psychological Processes”





Specific Objectives

Module 1. The psychology of attention and perception

- ♦ Possess critical judgment skills to evaluate processes or situations objectively
- ♦ Understand auditory perception, with special emphasis on speech and language perception
- ♦ Become familiar with the main theoretical models underlying perception and attention
- ♦ Learn to understand the classification of attention into different types and its application to specific situations of daily life
- ♦ Learn the neural concepts underlying attention based on the current scientific paradigm
- ♦ Understand the relationship between perception and attention and the neuropsychological disorders associated with these processes, which are relevant to the professional practice of future psychologists

Module 2. Affective and Social Development

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

03

Structure and Content

The structure of the contents has been designed by a team of professionals with long experience in this subject. A selection of the most updated and relevant materials on this subject has been made, in order to establish an interesting, effective and complete path for the psychology professional. With the objectives of quality and efficiency that ensure a real specialization.



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This Postgraduate Certificate in Basic Psychological Processes contains the most complete and up-to-date scientific program on the market”

Module 1. The psychology of attention and perception

- 1.1. The perception process
 - 1.1.1. An introduction to perception
 - 1.1.2. Color perception
 - 1.1.3. Anomalous perceptions
- 1.2. Motion perception
 - 1.2.1. Definition of motion
 - 1.2.2. Motion perception functions
 - 1.2.3. Characteristics of motion perception and its types
- 1.3. Perception of speech
 - 1.3.1. Physical characteristics of the signal
 - 1.3.2. Acoustic wave elements
 - 1.3.3. Theories of speech perception
- 1.4. Perception of language
 - 1.4.1. Perception of vowels
 - 1.4.2. Perception of consonants
 - 1.4.3. Conclusions
- 1.5. Introduction to the study of attention
 - 1.5.1. Concept of attention
 - 1.5.2. Attention characteristics
 - 1.5.3. Determinants of attention
 - 1.5.4. Types of care
- 1.6. Selective attention
 - 1.6.1. Definition and concept of selective attention
 - 1.6.2. Selective attention dimensions
 - 1.6.3. Models of selective attention
- 1.7. Divided attention
 - 1.7.1. Definition and concept of divided attention
 - 1.7.2. Split-care models
 - 1.7.3. Automaticity and attentional control



- 1.8. Sustained attention
 - 1.8.1. Definition and concept of sustained attention
 - 1.8.2. Characteristics of sustained attention tasks
 - 1.8.3. Theories of sustained attention
- 1.9. The contribution of attention to experimental studies
 - 1.9.1. Experimental tasks and paradigms
 - 1.9.2. The Stroop task
 - 1.9.3. The priming tasks
 - 1.9.4. Doble tarea
- 1.10. Neuroscience of attention
 - 1.10.1. Cerebral bases of attention
 - 1.10.2. The P300 component as an electrophysiological indicator of attentional processes
 - 1.10.3. Sustained attention and neuroimaging
 - 1.10.4. Individual differences in perception

Module 2. Psychology of Memory

- 2.1. Conceptual Bases of memory
 - 2.1.1. Introduction and Objectives
 - 2.1.2. Concept and Definition of Memory
 - 2.1.3. Basic Processes of Memory
 - 2.1.4. Initial Research on Memory
 - 2.1.5. Classification of Memory
 - 2.1.6. Memory During Development
 - 2.1.7. General Strategies to Stimulate Memory
 - 2.1.8. Bibliographic References

- 2.2. Sensory Memory
 - 2.2.1. Introduction and Objectives
 - 2.2.2. Concept and Definition
 - 2.2.3. Neurobiological Foundations of Sensory Memory
 - 2.2.4. Assessing Sensory Memory
 - 2.2.5. Intervention in Educational Contexts of Sensory Memory
 - 2.2.6. Family Activities for Students From Three to Five Years of Age
 - 2.2.7. Sensory Memory Intervention Case Study
 - 2.2.8. Bibliographic References
- 2.3. Short-Term Memory
 - 2.3.1. Introduction and Objectives
 - 2.3.2. Concept and Definition of Short-Term Memory and Working Memory
 - 2.3.3. Neurobiological Bases of Short-Term and Working Memory
 - 2.3.4. Assessment of Short-Term and Working Memory
 - 2.3.5. Intervention in Educational Contexts of Short-Term Memory
 - 2.3.6. Family Activities for Students From Six to Eleven Years of Age
 - 2.3.7. Working Memory Intervention Case Study
 - 2.3.8. Bibliographic References
- 2.4. Long-Term Memory
 - 2.4.1. Introduction and Objectives
 - 2.4.2. Concept and Definition
 - 2.4.3. Neurobiological Bases of Long-Term Memory
 - 2.4.4. Assessment of Long-Term Memory
 - 2.4.5. Intervention in Educational Contexts of Long-Term Memory
 - 2.4.6. Family Activities for Students From Twelve to Eighteen Years of Age
 - 2.4.7. Long-Term Memory Intervention Case Study

- 2.5. Memory Disorders
 - 2.5.1. Introduction and Objectives
 - 2.5.2. Memory and Emotion
 - 2.5.3. Forgetfulness Theories of Forgetfulness
 - 2.5.4. Memory Distortions
 - 2.5.5. Memory Alterations: Amnesias
 - 2.5.6. Childhood Amnesia
 - 2.5.7. Other Types of Memory Alteration
 - 2.5.8. Programs to Improve Memory
 - 2.5.9. Technological Programs to Improve Memory
 - 2.5.10. Bibliographical References
- 2.6. Thinking Skills
 - 2.6.1. Introduction and Objectives
 - 2.6.2. Developing Thinking from Childhood to the Adult Age
 - 2.6.3. Basic Thought Processes
 - 2.6.4. Thinking Skills
 - 2.6.5. Critical Thinking
 - 2.6.6. Characteristics of Digital Natives
 - 2.6.7. Bibliographic References
- 2.7. Neurobiology of Thinking
 - 2.7.1. Introduction and Objectives
 - 2.7.2. Neurobiological Foundations of Thinking
 - 2.7.3. Cognitive distortions
 - 2.7.4. Neuropsychological Assessment Instruments
 - 2.7.5. Bibliographic References
- 2.8. Cognitive Intervention
 - 2.8.1. Introduction and Objectives
 - 2.8.2. Learning Strategies
 - 2.8.3. Cognitive Stimulation Techniques in Educational Contexts
 - 2.8.4. Methods for Studying at Home
 - 2.8.5. Cognitive Stimulation Activities in the Family Environment
 - 2.8.6. Learning Strategy Intervention Case Study
 - 2.8.7. Bibliographic References





- 2.9. Cognitive Thought Theories
 - 2.9.1. Introduction and Objectives
 - 2.9.2. Significant Learning Theory
 - 2.9.3. Information Processing Theory
 - 2.9.4. Genetic Theory: Constructivism
 - 2.9.5. Sociocultural Theory: Socioconstructivism
 - 2.9.6. Theory of Connectivism
 - 2.9.7. Metacognition: Learning to Think
 - 2.9.8. Programs for the Acquisition of Thinking Skills
 - 2.9.9. Technological Programs for the Improvement of Thinking Skills
 - 2.9.10. Thinking Skill Intervention Case Study
 - 2.9.11. Bibliographic References

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

04

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.



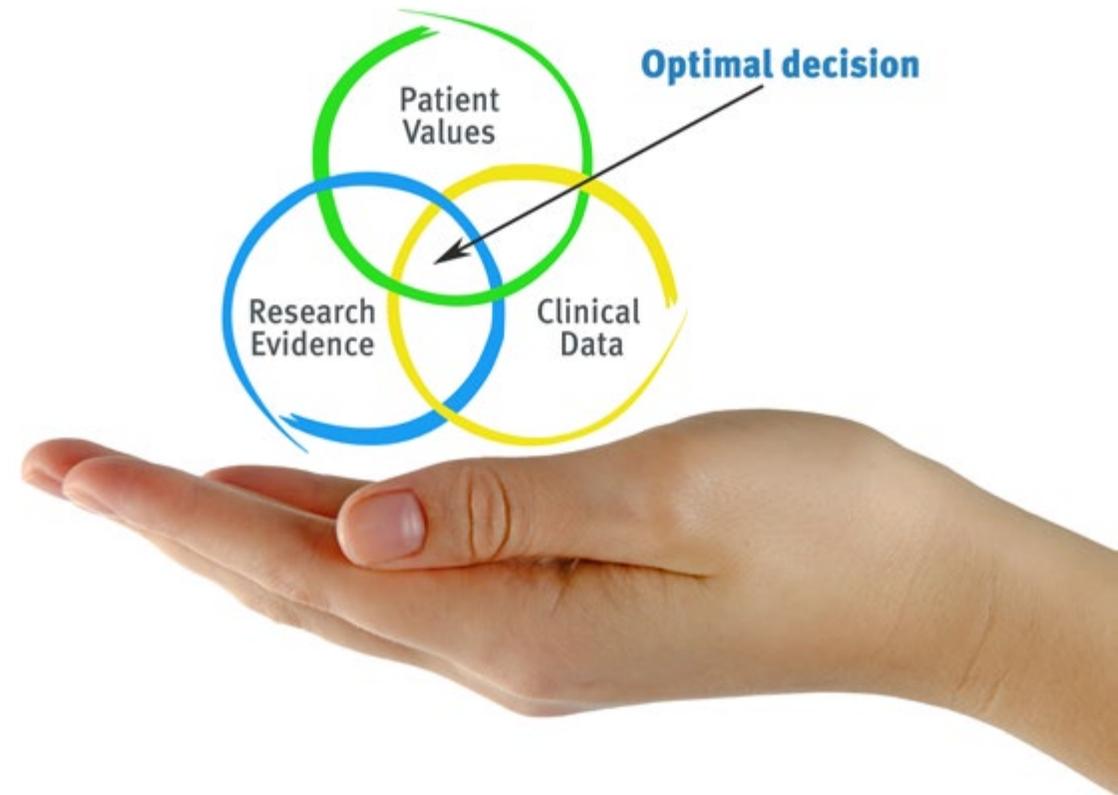
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”

At TECH we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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

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



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

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

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

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

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



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



Study Material

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

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



Latest Techniques and Procedures on Video

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



Interactive Summaries

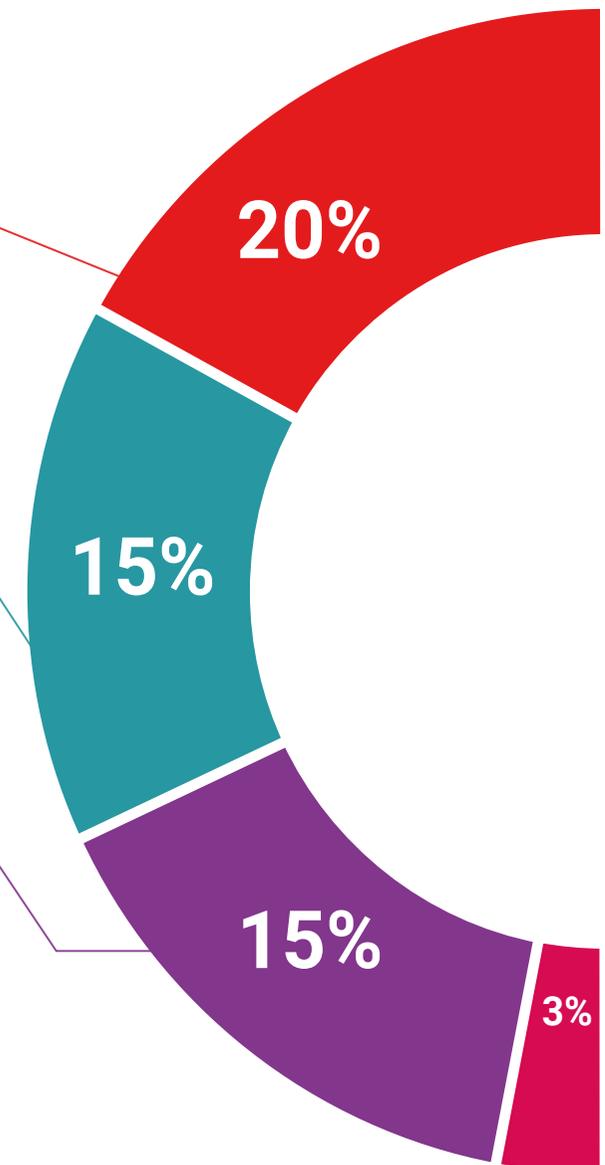
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

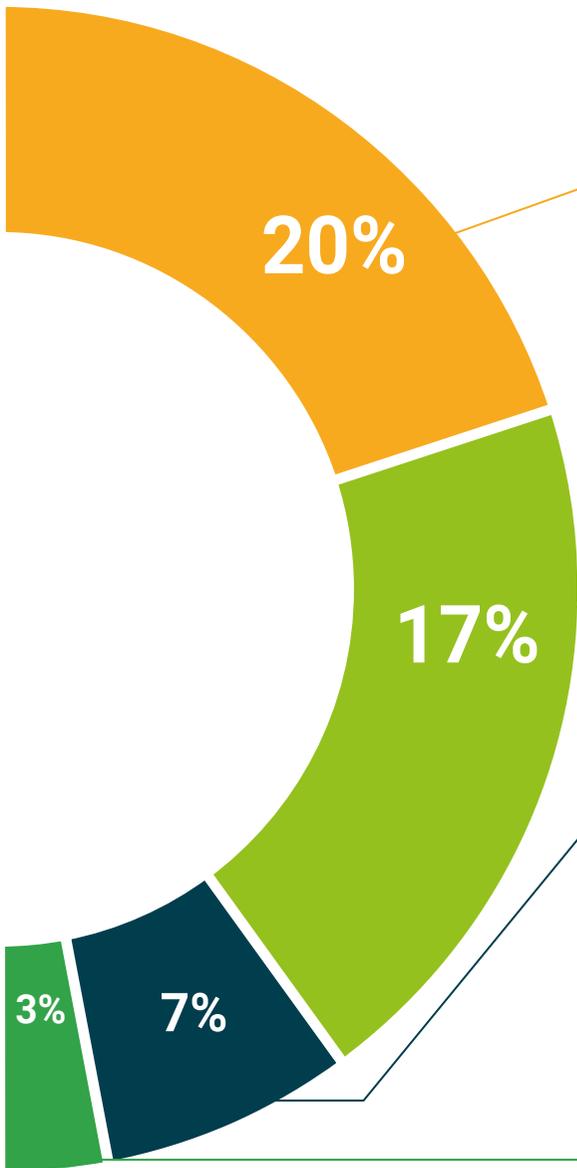
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

There is scientific evidence suggesting that observing third-party experts can be useful. Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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



05

Certificate

The Postgraduate Certificate in Basic Psychological Processes guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 program will allow you to obtain your **Postgraduate Certificate in Basic Psychological Processes** 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** title 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: **Postgraduate Certificate in Basic Psychological Processes**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper certificate 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

online training

development language

virtual classroom

tech global
university

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Processes

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