

Professional Master's Degree Clinical and Health Psychology



Professional Master's Degree

Clinical and Health Psychology

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/professional-master-degree/master-clinical-health-psychology

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01

Introduction

The profession of Clinical and Health Psychology is developing rapidly, reaching more and more skills and workspaces within the health field. There has been a great evolution from the old physical health-mental health dichotomy where health was defined as the absence of disease, to the definition proposed by the World Health Organization of health as the balance between the bio-psycho-social components, where there is an interdependence between the behavior or "psyche" and the body. This 100% online program offers professionals up-to-date knowledge on different disorders and the main strategies and interventions used in the promotion of health. All of this through multimedia content that is available from the moment you start the course.



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A Professional Master's Degree contributes comfortably to updating your knowledge. Connect from any electronic device at any time of the day”

The socio-economic crisis and the accelerated pace of modern life has caused stress, anxiety and other types of disorders to emerge all at once, making it essential to have professionals specializing in the field of mental health. Because of this, investment in health promotion and disease eradication is increasing in scientific, health care, personal, economic, social, and political terms.

This Professional Master's Degree is designed to help psychology professionals update their knowledge in the intervention of patients who suffer from anxiety, depressive disorders or personality disorders, as well as in the recent studies that allow us to establish the most appropriate strategy when caring for these types of people. In addition to providing an in-depth study of the classical movements and their techniques, this program opens up a whole range of new fields of exciting intervention.

It is a program that allows psychology professionals to delve into the analysis of the current situation of general psychology in society, as well as to get a glimpse of the tools required in the immediate future to achieve the best possible quality of life among patients.

A 100% online Professional Master's Degree that provides the student with the ease of being able to study it comfortably, wherever and whenever they want. They only need a computer or tablet with internet connection to access the most up-to-date content, 24 hours a day. A format that provides flexibility and allows the professional to pursue a high-level qualification without taking too much time away from their personal and/or work responsibilities.

This **Professional Master's Degree in Clinical and Health Psychology** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- Practical cases presented by experts in 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 the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection



The library of multimedia resources is available 24 hours a day so that you can access it whenever you want"

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Third generation therapies, pharmacological treatments or lines of future research in disorders. Advanced knowledge to ensure you are up to date on all the latest innovations”

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned 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 immersive training programmed to train in real situations.

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

This program will allow you to gain in-depth knowledge of the most recent intervention techniques used in personality disorders.

With this program, you will be able to delve deeper into health promotion strategies and interventions.



02

Objectives

The main goal of this Professional Master's Degree is to help the psychology professional achieve the most up-to-date knowledge in the field of Clinical and Health Psychology. In order to do so, over the 12 months of this program, students will be able to recycle all of their knowledge of the most common disorders, their diagnosis and treatment, as well as the changes that have occurred in the categorization of autism spectrum disorders.





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TECH offers you the opportunity to study an advanced program that is compatible with your personal and/ or professional responsibilities”



General Objectives

- ♦ Acquire complete and comprehensive education in Clinical and Health Psychology
- ♦ Provide the student with the conceptual and theoretical knowledge of Clinical and Health Psychology
- ♦ Differentiate illness from health
- ♦ Know the psychological models of Clinical and Health Psychology and health promotion
- ♦ Conduct psychological evaluations
- ♦ Design prevention protocols for health psychology and health promotion
- ♦ Know the aspects that affect clinical practice
- ♦ Manage the knowledge, skills, techniques, resources, and strategies needed to perform clinical practice
- ♦ Understand professional guidelines for good practice within the psychology profession



Learn the latest advances in the field of pain in psycho-physiological disorders”





Specific Objectives

Module 1. Historical Evolution of Cognitive-Behavioral Psychology

- ♦ Understand the beginnings of psychology and the historical evolution of cognitive psychology
- ♦ Learn about each of the most famous theories within Psychology
- ♦ Synthesize notions of the historical chronology of Psychology
- ♦ Know the importance of viewing psychology as a scientific discipline

Module 2. Clinical Evaluation and Therapeutic Treatment

- ♦ Know the basics of clinical pharmacology
- ♦ Identify the characteristics of the different therapeutic treatments
- ♦ Know the importance of correctly carrying out an assessment

Module 3. Anxiety Disorders

- ♦ Understand the bases of anxiety and other disorders stemming from it
- ♦ Know and internalize the basis of their treatment
- ♦ Learn the fundamentals of evaluation of this type of disorders

Module 4. Depressive Disorders

- ♦ Know the bases and characteristics of depressive disorders
- ♦ Identify the profile of the patient
- ♦ Know the basics and the treatments for patients with depressive disorders

Module 5. Personality Disorders

- ♦ Know the characteristics of personality disorders
- ♦ Know how to carry out an intervention within personality disorders
- ♦ Learn the fundamentals of the evaluation of personality disorders

Module 6. Pain as a Core Problem in Psychophysiological Disorders

- ♦ Know and internalize the basis of pain in physiological disorders
- ♦ Analyze the evaluation and treatment of physiological disorders
- ♦ Know how to apply techniques to decentralize the pain

Module 7. Cognitive Behavioral Model applied in Health Psychology Intervention

- ♦ Know and contextualize the emergence of health psychology
- ♦ Understand the importance of the birth of other theories and explanatory models
- ♦ Analyze the application of this model in specific disorders and diseases

Module 8. Psychotic Psychopathology

- ♦ Know and contextualize the first studies on psychotic psychopathology
- ♦ Describe the basis of the disease and the characteristics of the patient
- ♦ Classify the disorders on the spectrum

Module 9. Strategies and Psychological Intervention for Health Promotion

- ♦ Know the basis of strategies and intervention to promote health
- ♦ Contextualize the birth of health psychology
- ♦ Identify the different factors that can change the promotion of health

Module 10. Autism Spectrum Disorder

- ♦ Know the changes that have occurred in the diagnostic categorization of disorders on the autism spectrum
- ♦ Study the myths and truths of autism that exist in the world and that can cause stereotyping
- ♦ Identify the possible theories on the origin of ASD
- ♦ Study the main intervention methods for children with ASD
- ♦ Learn the importance of early diagnosis in children with ASD

03 Skills

The syllabus of this Professional Master's Degree will lead the psychology professional to study the main concepts of Clinical and Health Psychology, developing their knowledge in the fundamental elements of its evolution to update their competences and skills in an area where there is an increasing demand for highly qualified personnel. The multimedia content and practical simulation cases will allow the student to also update their skills in the management of patients with disorders as common as anxiety.





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A Professional Master's Degree that will allow you to update your skills over the 12 months of this program”



General Skills

- Know the definition of Clinical and Health Psychology
- Understand pathological behavior
- Master eclectic models
- Manage the fundamental elements of psychological evaluation
- Understand the reasons why a person may seek psychological help
- Know the therapeutic relationship
- Explain the history of personality disorders
- Manage the difficulties of personality disorders
- Understand the development of personality disorders
- Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team
- Recognize the need to maintain your professional skills and keep them up to date, with special emphasis on autonomous and continuous learning of new information
- Develop the capacity for critical analysis and research in your professional field

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Update your knowledge of anxiety disorder, which is becoming more and more frequent among adolescent patients”





Specific Skills

- ◆ Know what stress and anxiety are
- ◆ Differentiate between types of anxiety
- ◆ Understand everything related panic disorder
- ◆ Master the characteristics of obsessive-compulsive disorder
- ◆ Understand the psychological elements of social anxiety
- ◆ Integrate knowledge about generalized anxiety
- ◆ Know how to relate to post-traumatic stress disorder
- ◆ Find out the conditioning factors of specific phobias
- ◆ Explain affective disorders
- ◆ Know what affective or mood disorders are
- ◆ Understand unipolar depression disorder
- ◆ Identify bipolar disorder
- ◆ Recognize signs that may suggest suicide
- ◆ Teach the student all about personality disorders
- ◆ Know everything related to Paranoid Personality Disorder
- ◆ Achieve the right bond with Schizoid Disorder
- ◆ Identify the signs of schizotypal disorders
- ◆ Master the relationship with histrionic disorder
- ◆ Identify how to handle narcissistic disorder
- ◆ Manage violence in Antisocial Disorder

04

Course Management

TECH is continually committed to academic excellence. For this reason, each of its programs has teaching teams of the highest reputation. These experts have extensive experience in their professional fields and, at the same time, have achieved significant results with their empirical research and fieldwork. In addition, these specialists play a leading role within the university qualification, as they are in charge of selecting the most up-to-date and innovative content to be included in the syllabus. In addition, they participate in the elaboration of numerous multimedia resources of high pedagogical rigor.



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The teaching materials of this program, elaborated by these specialists, have contents that are completely applicable to your professional experiences”

International Guest Director

Dr. Bunmi Olatunji has a long career in research in the area of Psychology, and his main area of study focuses on Cognitive Behavioral Theory and Anxiety Disorder Therapy. In his position as Director of Clinical Training in the Department of Psychological Sciences, at Vanderbilt University, he has examined the role of basic emotions, with one of his main lines of study being the relationship between the experience of disgust and the specific symptoms of anxiety disorder.

Throughout his professional career, he has published more than 160 articles in scientific journals and book chapters specialized in Psychology. In addition, he has participated in more than 100 conferences on this subject. In fact, his relevant contributions have positioned him as a reference in this area of study. For this reason, he has received several awards, such as the Distinguished Scientist Award from the American Psychological Association.

In addition, Dr. Bunmi Olatunji has delved into the analysis of anxiety and behavioral changes. In particular, he has conducted a study in which he has observed the psychological predictors of anxiety and fear of contagion during the Swine Flu pandemic. Moreover, he has conducted research on obsessive-compulsive disorders and post-traumatic stress disorders in war veterans.

As a leading specialist in this field of study, he is on the editorial board of several journals, such as the International Journal of Cognitive Therapy and the Journal of Obsessive-Compulsive and Related Disorders. In this way, his commitment to excellence has been key in his career, disseminating his findings. In particular, his abilities to contribute to advances in clinical care and treatment of psychological conditions affecting individuals stand out.



Dr. Olatunji, Bunmi

- Director of Clinical Training at Vanderbilt University, Nashville, United States
- Clinical Therapist
- Researcher specialized in Clinical Psychology
- Associate Editor of the Journal of Consulting and Clinical Psychology
- Ph.D. in Clinical Psychology from the University of Arkansas
- Graduate in Psychology from the University of Wisconsin-Stevens Point

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Thanks to TECH, you will be able to learn with the best professionals in the world”

05

Structure and Content

The syllabus of this program perfectly fulfills the objective of updating the professional's knowledge through an intensive study method. Thus, in this 100% online program, students will find a syllabus divided into 10 modules, throughout which they will delve into the historical evolution of psychology, psychological disorders or the approach to them with cognitive-behavioral therapy. All of this with the most innovative multimedia content currently available (video summaries of each topic, detailed videos, specialized lectures, simulations of real clinical cases).





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Do you want to update your knowledge on child patients with ASD and learn about the latest scientific advances? This Professional Master's Degree offers you this opportunity in a flexible and easy way”

Module 1. Historical Evolution of Cognitive-Behavioral Psychology

- 1.1. Psychology as a Scientific Discipline
 - 1.1.1. Psychology Origins and Beginnings
 - 1.1.2. Philosophy as a Base
 - 1.1.3. A New Discipline
 - 1.1.4. Psychology Intervention
- 1.2. Classical and Operant Conditioning
 - 1.2.1. The Beginnings of Conditioning
 - 1.2.2. Classical conditioning
 - 1.2.3. Operant Conditioning
- 1.3. Behavior Therapies
 - 1.3.1. The Beginnings of Behavior Therapies
 - 1.3.2. Most Relevant Authors and Theories
- 1.4. Development and Characteristics of the Cognitive-Behavioral Model
 - 1.4.1. Bases of the Cognitive-Behavioral Model
 - 1.4.2. Characteristics and Advantages of the Model
- 1.5. Main Authors and Models within the Cognitive-Behavioral Paradigm
 - 1.5.1. Driving Authors of the Movement
 - 1.5.2. Main Theories and Models
- 1.6. The Therapist's Role
 - 1.6.1. Importance of the Therapist
 - 1.6.2. Their Position Within Cognitive-Behavioral Therapy
- 1.7. What Is Rapport?
 - 1.7.1. Introduction to the Concept of Rapport
 - 1.7.2. Relevance in Psychology
 - 1.7.3. Main Authors who Support the Concept
- 1.8. Formation of Emotional Schemes and Limiting Beliefs
 - 1.8.1. What are the Emotional Patterns?
 - 1.8.2. Types of Patterns
 - 1.8.3. Definition of Beliefs
 - 1.8.4. Limiting Beliefs

- 1.9. Cognitive Psychology in Current Times
 - 1.9.1. Current Cognitive Psychology
 - 1.9.2. Most Relevant Authors and Theories
 - 1.9.3. Tendencies and Evolution
- 1.10. Normality and Pathology
 - 1.10.1. The Concept of Normality
 - 1.10.2. Normality vs. Pathology

Module 2. Clinical Evaluation and Therapeutic Treatment

- 2.1. The Basic Elements of Clinical Evaluation
 - 2.1.1. Basis and Fundamentals of Clinical Evaluation
 - 2.1.2. Phases and Instruments
 - 2.1.3. The Interview
- 2.2. Psychosocial Examination
 - 2.2.1. Basis and Fundamentals of Evaluation
 - 2.2.2. Phases and Instruments
 - 2.2.3. Differences in Comparison to Clinical Evaluation
- 2.3. The Therapeutic Relationship
 - 2.3.1. Introduction to the Therapeutic Relationship
 - 2.3.2. Rapport
 - 2.3.3. Factors to Consider
- 2.4. The Biopsychosocial Model
 - 2.4.1. The Need for an Explanatory Model
 - 2.4.2. Theoretical Foundation of the Model
- 2.5. Cognitive-Behavioral Therapy
 - 2.5.1. Theoretical Bases Cognitive-Behavioral Therapy
 - 2.5.2. Current Application
- 2.6. Third Generation Therapies
 - 2.6.1. What Are Third Generation Therapies?
 - 2.6.2. Emergence

- 2.7. Mindfulness
 - 2.7.1. The Beginnings of Mindfulness
 - 2.7.2. Use in Clinical Psychology
- 2.8. Drug Therapy
 - 2.8.1. Fundamentals and Importance of Drug Therapies
 - 2.8.2. Combining Therapies

Module 3. Anxiety Disorders

- 3.1. What is Anxiety? What is Stress?
 - 3.1.1. Introduction and Definition of the Concepts of Anxiety and Stress
 - 3.1.2. Theories on Stress
- 3.2. Neuroanatomy of Anxiety Disorders
 - 3.2.1. Biological Principles of Anxiety
 - 3.2.2. Neuroanatomy of Anxiety
- 3.3. Factors that Predispose a Person to Stress
 - 3.3.1. Risk Factors
 - 3.3.2. Genetic Factors.
 - 3.3.3. Stressful Situations
- 3.4. Coping Styles
 - 3.4.1. Different Coping Styles
 - 3.4.2. Assessment Tools
- 3.5. Endogenous and Exogenous Anxiety
 - 3.5.1. Basis of Endogenous and Exogenous Anxiety
 - 3.5.2. Evaluation and Treatment of Anxiety
- 3.6. Cognitive-Behavioural Intervention
 - 3.6.1. Basis of Cognitive-Behavioural Intervention
 - 3.6.2. Cognitive-Behavioral Techniques for Anxiety Treatment
- 3.7. Pharmacological Intervention
 - 3.7.1. Psycho-pharmacology Therapy for Anxiety Treatment
 - 3.7.2. Types of Drugs

Module 4. Depressive Disorders

- 4.1. What are Depressive Disorders?
 - 4.1.1. Introduction to Depressive Disorders
 - 4.1.2. Main Features
- 4.2. Causal Factors of Depressive Disorders
 - 4.2.1. Risk Factors
 - 4.2.2. Origin of Disorders
- 4.3. Depressive Disorders I
 - 4.3.1. Contextualization of Disorders
 - 4.3.2. Assessment and Diagnosis
- 4.4. Depressive Disorders II
 - 4.4.1. Contextualization of Disorders
 - 4.4.2. Assessment and Diagnosis
- 4.5. Psychological Treatment.
 - 4.5.1. Treatment of Depressive Disorders
 - 4.5.2. Weaknesses of Treatment
- 4.6. Pharmacological Treatment
 - 4.6.1. Most-Used Drugs
 - 4.6.2. Combining Psychotherapy and Psycho-Pharmacology
- 4.7. Suicide and Risk of Self-Harm
 - 4.7.1. Suicide as a Real Risk
 - 4.7.2. Self-Harm
 - 4.7.3. Prevention and Action

Module 5. Personality Disorders

- 5.1. History of the Study of Personality and its Disorders
 - 5.1.1. The First Studies on Personality
 - 5.1.2. First Authors
- 5.2. Definition and Delimitation of Personality Disorders
 - 5.2.1. Features and Delimitation of Personality Disorders
- 5.3. Diagnoses and Comorbidity
 - 5.3.1. Basis of Personality Disorders Diagnosis
 - 5.3.2. Evaluation of Personality Disorders
- 5.4. Classification of Personality Disorders
 - 5.4.1. Classification Models
 - 5.4.2. Types and Classification According to the DSM
- 5.5. Development of Personality Disorders
 - 5.5.1. Origin and Development of Personality Disorders
 - 5.5.2. Personality in the Different Stages of Development
- 5.6. Treatment of Personality Disorders
 - 5.6.1. Treatment and Intervention
 - 5.6.2. Psychotherapeutic Techniques
- 5.7. Borderline Personality Disorder
 - 5.7.1. Difficulties and Approach to Patients with a Borderline Personality Disorder
 - 5.7.2. Treatment Programs
- 5.8. Future Studies and Third Generation Therapies in Personality Disorders
 - 5.8.1. Analysis of Current Treatments
 - 5.8.2. Third Generation Techniques
 - 5.8.3. Future Lines of Research



Module 6. Pain as a Core Problem in Psychophysiological Disorders

- 6.1. Chronic Pain
 - 6.1.1. Basis and Fundamentals of Chronic Pain
 - 6.1.2. How Does Chronic Pain Affect a Person?
- 6.2. Evaluating Patients Suffering from Pain. Medical History
 - 6.2.1. Evaluation Phase
 - 6.2.2. Medical History
- 6.3. The Role of Psychological Variables in Pain Perception
 - 6.3.1. Basis of Pain Perception
 - 6.3.2. Modulating Variables
- 6.4. Fibromyalgia
 - 6.4.1. Introduction and History of Fibromyalgia
 - 6.4.2. Characteristics and Conceptualization of the Disease
- 6.5. Headaches
 - 6.5.1. Characteristics and Conceptualization of the Disease
 - 6.5.2. Evaluation and Treatment
- 6.6. Pharmacological Treatment for Chronic Pain
 - 6.6.1. Basis of Radiotherapy Treatment
 - 6.6.2. Treatment Results
 - 6.6.3. Risks of Long-Term Treatment
- 6.7. Psychological Treatment for Chronic Pain
 - 6.7.1. Psychological Techniques in Chronic Pain Treatment
 - 6.7.2. Third Generation Therapies and New Treatments

Module 7. Cognitive-Behavioral Model Applied in Health Psychology Intervention

- 7.1. Psychological Intervention in Cardiovascular Diseases
 - 7.1.1. Introduction to Cardiovascular Diseases
 - 7.1.2. Risk Factors
 - 7.1.3. Health Promotion in Cardiovascular Diseases
- 7.2. Types of Personality
 - 7.2.1. Types of Personality and their Relation to Health
 - 7.2.2. How to Modify Them
 - 7.2.3. Studies of Interest
- 7.3. Psychological Intervention in Cancer Patients
 - 7.3.1. Cancer and its Types
 - 7.3.2. Coping With the Disease
 - 7.3.3. Psychological Intervention for Patients and Their Family
- 7.4. Chronic Diseases
 - 7.4.1. Features of Chronic Diseases
 - 7.4.2. Most Common Diseases
 - 7.4.3. Profile and Treatment
- 7.5. Trauma: Factors to Consider
 - 7.5.1. Emergence of the Concept of Trauma
 - 7.5.2. Influence of Trauma
- 7.6. Confronting Death
 - 7.6.1. Vision of Death
 - 7.6.2. Coping Strategies
 - 7.6.3. Closure and Saying Goodbye
- 7.7. Grief
 - 7.7.1. Grief and Its Phases
 - 7.7.2. Family Accompaniment
- 7.8. Psychological Intervention in Bronchial Asthma
 - 7.8.1. Characteristics of the Disorder
 - 7.8.2. Psychological Factors in Asthma (Cognitive, Emotional and Behavioral)
 - 7.8.3. Treatment of the Psychological Factors That Contribute to Asthma

- 7.9. Diabetes and Psychological Evaluation
 - 7.9.1. Characteristics of the Disorder and Types
 - 7.9.2. Associated Psychosocial Factors
 - 7.9.3. Psychological Intervention in Diabetes
- 7.10. The Placebo Effect
 - 7.10.1. Conceptualization and History
 - 7.10.2. Modulating Variables
 - 7.10.3. Psychology and the Placebo Effect (Explicative Mechanisms)

Module 8. Psychotic Psychopathology

- 8.1. Introduction to Psychotic Disorders
 - 8.1.1. Origin and First Studies on Psychotic Disorders
 - 8.1.2. First Treatments of Psychotic Disorders
- 8.2. Etiology of Schizophrenia
 - 8.2.1. Risk Factors
 - 8.2.2. Models (Biological Models and Stress-Vulnerability Models)
- 8.3. Schizophrenia as a Illness
 - 8.3.1. Characteristics of Schizophrenia
 - 8.3.2. Patient Profile
- 8.4. Assessment and Diagnosis
 - 8.4.1. Basis of Evaluation
 - 8.4.2. Most-Used Instruments
 - 8.4.3. Differential Diagnosis
 - 8.4.4. Comorbidity
- 8.5. Psychological Treatment.
 - 8.5.1. Psychological Techniques for Treatment
 - 8.5.2. Treatment Results
- 8.6. Pharmacological Treatment
 - 8.6.1. Basis of Radiotherapy Treatment
 - 8.6.2. Risks and Difficulties
 - 8.6.3. Working Together

- 8.7. Spectrum Disorders
 - 8.7.1. Other Spectrum Disorders
 - 8.7.2. Definition and Classification
 - 8.7.3. Evaluation and Differential Diagnosis
- 8.8. Myths and Stigmas
 - 8.8.1. Myths Within the Disorders
 - 8.8.2. Patient Stigmas
- 8.9. Where Are We Heading?
 - 8.9.1. Most Recent Treatments
 - 8.9.2. Future Lines of Research

Module 9. Strategies and Psychological Intervention for Health Promotion

- 9.1. Emergence of Health Psychology
 - 9.1.1. Contextualization of the Birth of Health Psychology
 - 9.1.2. First Works and Most Relevant Authors
- 9.2. Protective Factors
 - 9.2.1. Introduction to Protective Factors
 - 9.2.2. Classification and Definition
- 9.3. Risk Factors
 - 9.3.1. Introduction to Risk Factors
 - 9.3.2. Classification and Definition
- 9.4. Stress as a Differential Factor
 - 9.4.1. Definition of Stress
 - 9.4.2. Lazarus' Research
- 9.5. Eustress
 - 9.5.1. Definition and Concept of Stress
 - 9.5.2. Biological Bases
 - 9.5.3. Relevant Works and Authors
- 9.6. Threshold Theory
 - 9.6.1. Theoretical Foundation of the Threshold Theory
 - 9.6.2. Most Relevant Authors

- 9.7. Psycho-Immunology
 - 9.7.1. Theoretical Foundation of Psycho-Immunology
 - 9.7.2. Most Relevant Authors
 - 9.7.3. Current Importance
- 9.8. Explanatory Models
 - 9.8.1. Most Relevant Models Within Health Psychology
 - 9.8.2. Current and Future Studies
- 9.9. Theoretical Foundation and Application of Physical Health Promotion
 - 9.9.1. Conceptualization
 - 9.9.2. Focus (Individual, Interpersonal and Community)
- 9.10. Theoretical Foundation and Application of Psychological Well-Being Promotion
 - 9.10.1. Conceptualization of Well-Being
 - 9.10.2. Well-Being-Health Relationship
 - 9.10.3. Well-Being Promotion (Foundations and Strategies)

Module 10. Autism Spectrum Disorder

- 10.1. Myths About the Autism Spectrum Disorder
 - 10.1.1. Introduction to the Autism Spectrum
 - 10.1.2. Myths and Stereotypes on ASD
 - 10.1.3. The Truth About ASD
- 10.2. Autism Spectrum Disorders as a General Diagnostic Category
 - 10.2.1. ASD in the DSM-5-TR
 - 10.2.2. Categorization of ASD According to the DSM-5
 - 10.2.3. Positions on DSM-V Categorization
- 10.3. Clinical Etiology of Autism Spectrum Disorders
 - 10.3.1. Introduction to Etiology of ASD
 - 10.3.2. Main Theories on the Origin of ASD
- 10.4. Family Atmosphere in the Psychopathology of the Autism Spectrum: Consequences, Family Adaptation
 - 10.4.1. Introduction to the Role of the Family in the Development of Children with ASD
 - 10.4.2. Protective and Risk Factors in the Family
 - 10.4.3. Consequences in the Family When a Member Has ASD
- 10.5. Evaluation Instruments for Diagnosis in Autism Spectrum Disorders
 - 10.5.1. Introduction to Assessment and Diagnosis of ASD
 - 10.5.2. Main Evaluation Instruments for the Diagnosis of ASD
 - 10.5.3. New Lines of Research
- 10.6. Comorbidity and Differential Diagnosis
 - 10.6.1. Introduction
 - 10.6.2. ASD Comorbidity
 - 10.6.3. ASD Differential Diagnosis
- 10.7. Intervention Method in Clinical Cases in Children and Adolescents With ASD
 - 10.7.1. Introduction to Intervention in ASD
 - 10.7.2. Main Intervention Methodologies
- 10.8. The Role of Early Care as a Tool of Clinical Psychology
 - 10.8.1. What is Early Care?
 - 10.8.2. Early Care in ASD
 - 10.8.3. The Current Importance of Early Care
- 10.9. Intellectual Deficit and Autism Spectrum Disorders
 - 10.9.1. Introduction to the Concept of Intellectual Deficit
 - 10.9.2. Relationship Between ASD and Intellectual Deficit
 - 10.9.3. Clinical Psychology in the Treatment of Intellectual Deficit and ASD

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.



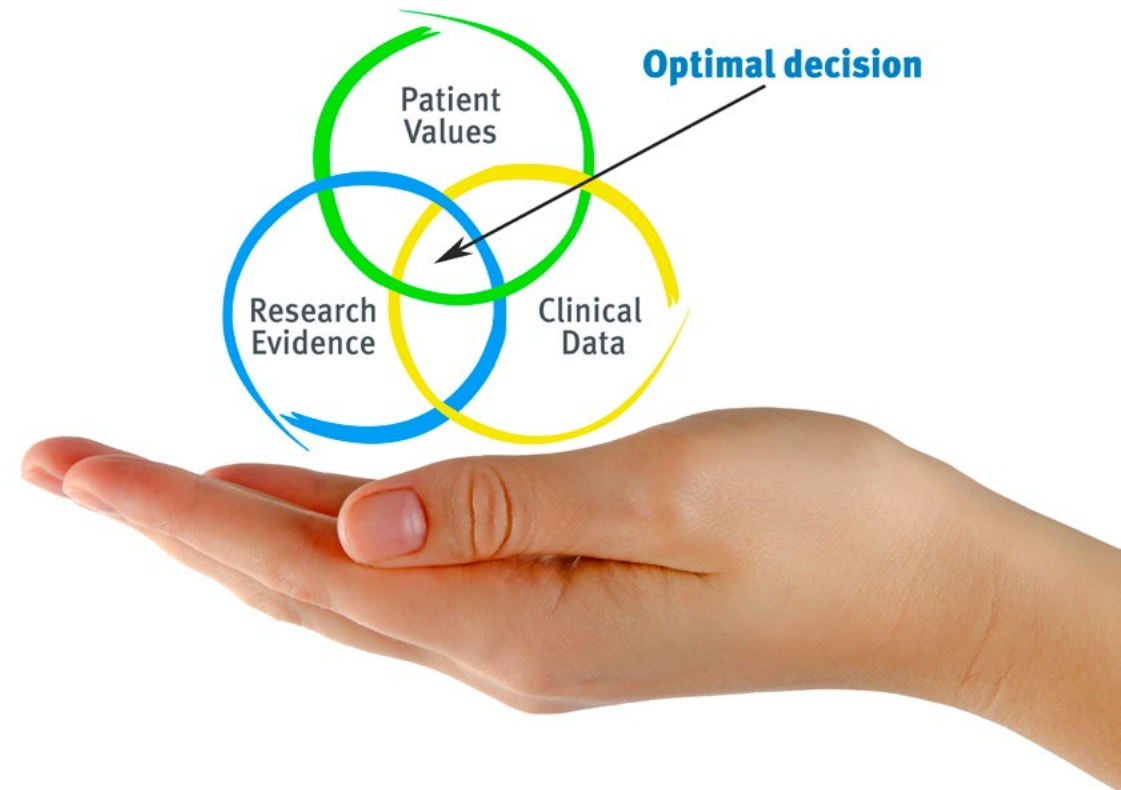
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.



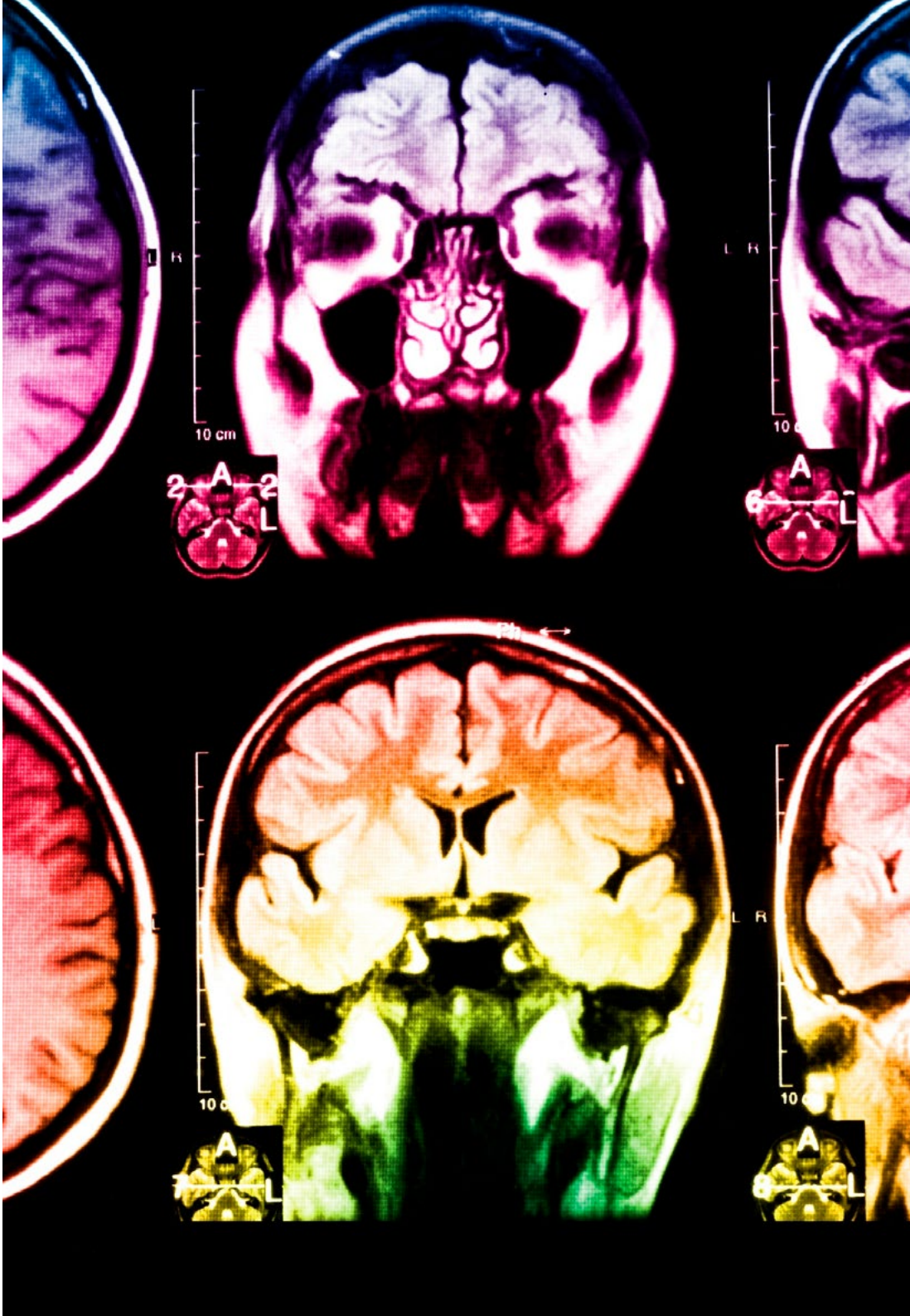
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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.

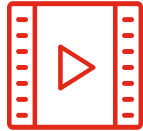
Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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

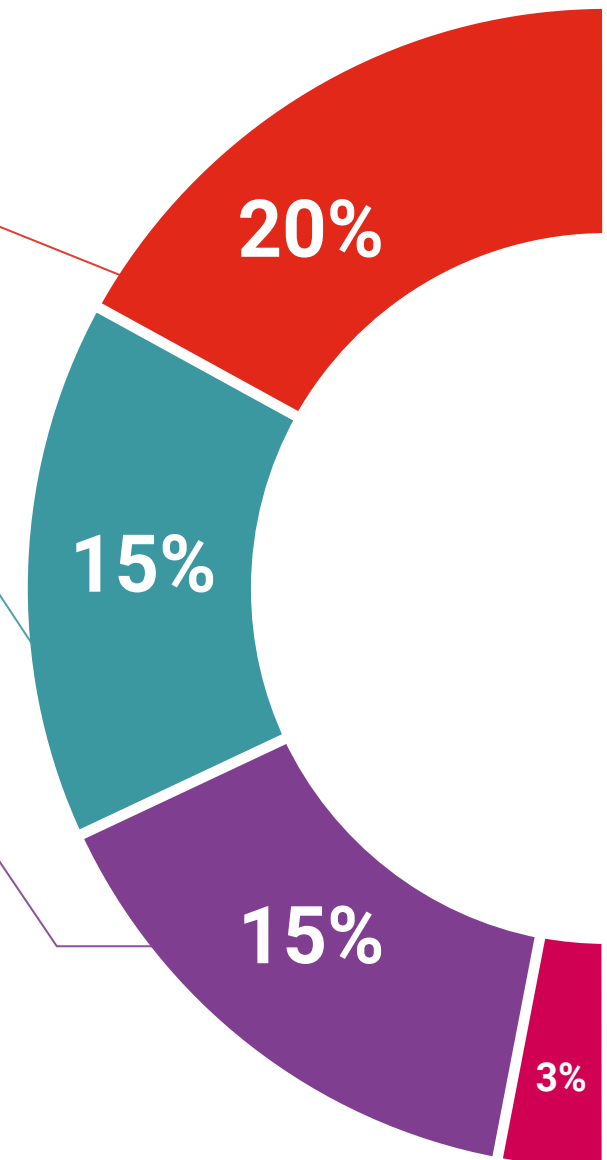
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

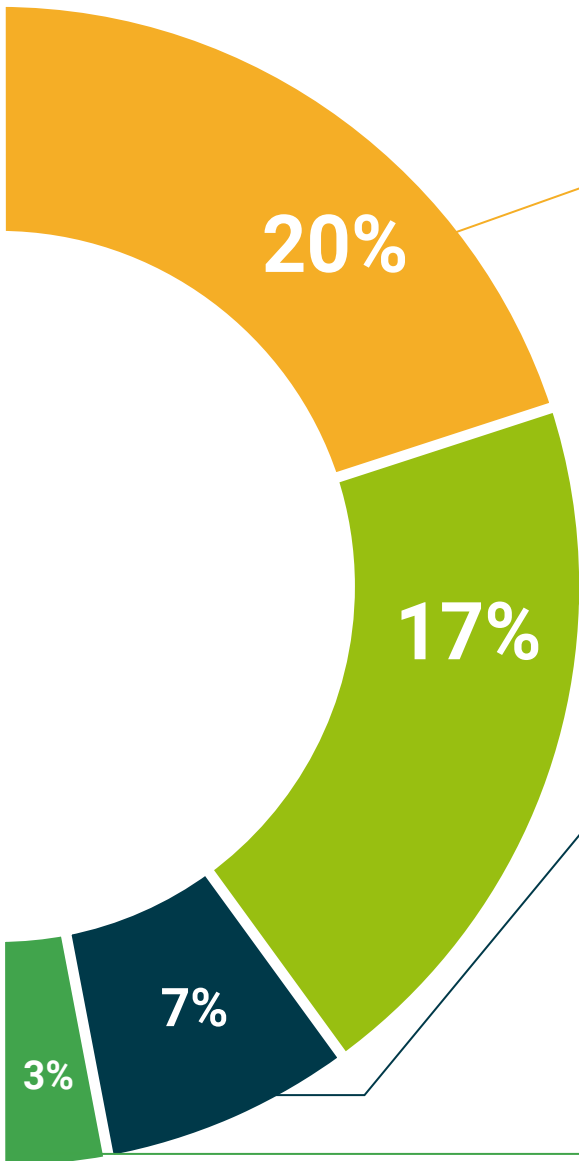
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.



07

Certificate

The Professional Master's Degree in Clinical and Health Psychology guarantees students, in addition to the most rigorous and updated education, access to a Professional Master's Degree issued by TECH Technological University.



“

*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

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

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

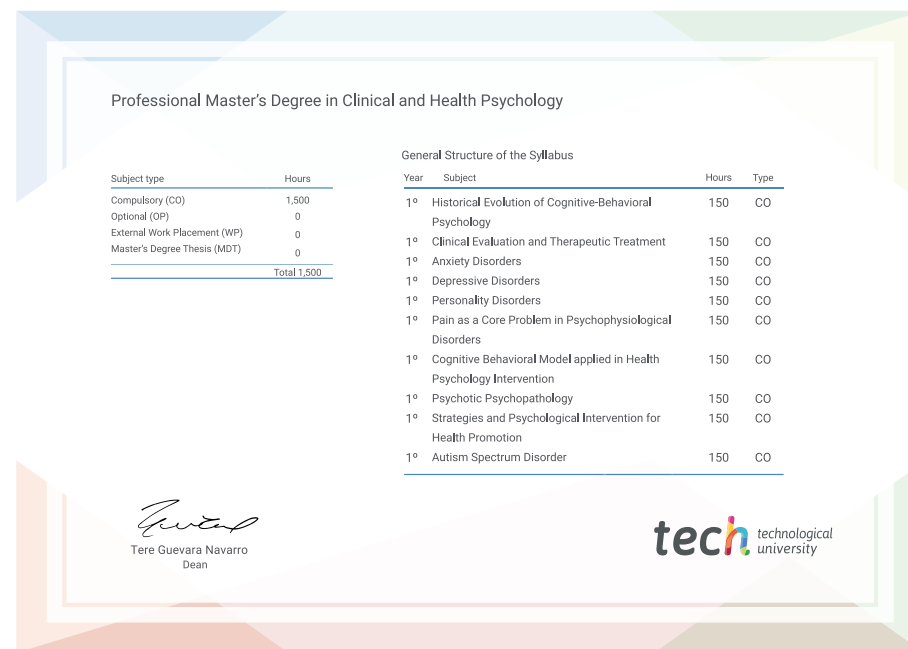
The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly

demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

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

Modality: **online**

Duration: **12 months**



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

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



Professional Master's Degree

Clinical and Health Psychology

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Clinical and Health Psychology

