



Master's Degree Cognitive-Behavioral Therapy

» Modality: online

» Duration: 12 months.

» Certificate: TECH Global University

» Accreditation: 60 ECTS

» Schedule: at your own pace

» Exams: online

Website: www.techtitute.com/en/psychology/master/master-cognitive-behavioral-therapy

Index

02 Introduction to the Program Why Study at TECH? p. 4 p. 8 05 03 Syllabus **Teaching Objectives** Study Methodology p. 12 p. 22 p. 26 06 07 **Teaching Staff** Certificate p. 36 p. 40





tech 06 | Introduction to the Program

Cognitive-Behavioral Therapy (CBT) has emerged as a leading treatment in mental health, distinguished by its practical, results-oriented structure. Unlike other therapeutic approaches, it focuses on identifying and modifying dysfunctional thoughts and behaviors, making it an efficient and short-term intervention option. Numerous studies have demonstrated its effectiveness in treating conditions such as Post-Traumatic Stress Disorder (PTSD). As a result, specialists need to acquire advanced competencies to effectively apply these techniques across a variety of clinical contexts.

To address this demand, TECH Global University has developed this innovative Master's Degree in Cognitive-Behavioral Therapy. With a curriculum that emphasizes practical application, professionals will update their skills in a therapeutic approach widely validated by scientific evidence. In doing so, they will become proficient in treating conditions such as Depression, Post-Traumatic Stress Disorder, Schizophrenia, and Eating Disorders. Thanks to its solid empirical foundation and growing patient acceptance, this field remains one of the most sought-after areas in clinical practice today.

Additionally, this university program will be delivered entirely online and asynchronously. Throughout the months of training, psychologists will benefit from a comprehensive Virtual Campus, providing 24/7 access to academic content. They will also benefit from the innovative Relearning methodology, designed to internalize knowledge in a more dynamic and efficient manner. As an added benefit, a renowned International Guest Director will deliver 10 rigorous Masterclasses.

Therefore, thanks to the membership in the **European Association of Applied Psychology (EAAP)**, students will have access to specialized resources, continuous training, and an annual seminar at no additional cost. Additionally, they will have the opportunity to collaborate with professionals and related organizations, integrate into an international network, and benefit from different membership levels that recognize both professional commitment and outstanding contributions in applied psychology.

This **Master's Degree in Cognitive-Behavioral Therapy** contains the most complete and up-to-date university program on the market. Its most notable features are:

- The development of practical case studies presented by experts in Cognitive-Behavioral Therapy
- 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
- Special emphasis on innovative methodologies in Cognitive-Behavioral Therapy
- 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 prestigious International Guest Director will offer 10 Intensive Masterclasses to delve into the Usage to Cognitive-Behavioral Therapy"

Introduction to the Program | 07 tech

66

You will use modern tools to assess the effectiveness of the therapeutic intervention throughout the process, utilizing progress measures and adapting the treatment according to the needs of the users"

The faculty includes professionals from the field of Cognitive-Behavioral Psychotherapy, who bring their practical experience to the program, along with recognized specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to engage in situated and contextualized learning—creating a simulated environment that provides immersive study designed to train participants for real-life 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, professionals will be assisted by an innovative interactive video system created by renowned and experienced experts.

Forget about memorizing! With the Relearning methodology, you will integrate all concepts in a natural and progressive manner.

You will master cutting-edge techniques such as exposure, skills training, and relaxation techniques to address various Emotional Disorders.







tech 10 | Why Study at TECH?

The world's best online university, according to FORBES

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

The best top international faculty

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

The world's largest online university

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



The most complete syllabus





World's
No.
The World's largest
online university

The most complete syllabuses on the university scene

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

A unique learning method

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

The official online university of the NBA

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

Leaders in employability

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









-0

Google Premier Partner

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

The top-rated university by its students

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

03 **Syllabus**

This Master's Degree will offer a comprehensive academic journey, from the historical evolution of Cognitive-Behavioral Psychology to the clinical application of its most advanced techniques. Additionally, professionals will acquire competencies in psychological assessment, intervention design, behavior modification, and applied psychopharmacology. They will also learn how to establish strong therapeutic alliances and effectively manage the patient's emotions. Finally, the syllabus will incorporate the use of technological tools in current treatments, preparing graduates to intervene with scientific rigor in various clinical contexts.



tech 14 | Syllabus

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. Scientific Psychology
- 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 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. Study and Diagnosis in the Cognitive-Behavioral Psychology Model

- 2.1. Psychological Evaluation
 - 2.1.1. The Importance of a Good Assessment
 - 2.1.2. Assessment Phases and Processes
- 2.2. Most Common Assessment Tools
 - 2.2.1. Introduction to the Assessment Methodology
 - 2.2.2. Assessment Test and Tools
- 2.3. Assessment Areas and Scenarios
 - 2.3.1. The Importance of Context During Assessment
 - 2.3.2. The Different Scenarios of the Assessment
- 2.4. Interview and Anamnesis
 - 2.4.1. Anamnesis
 - 2.4.2. Types of Interviews
 - 2.4.3. Limitations of the Interview
- 2.5. How to Diagnose?
 - 2.5.1. How to Perform a Diagnostic Process?
 - 2.5.2. Importance of an Accurate Diagnosis
 - 2.5.3. Labels and Their Taboos
- 2.6. Motivation and Willingness to Therapeutic Change
 - 2.6.1. Motivation as a Key Factor
 - 2.6.2. Enhancing Patient Motivation
 - 2.6.3. The Patient's Willingness to Change

- 2.7. Self-Dialogue and Biography, Communication Channels
 - 2.7.1. Therapeutic Communication
 - 2.7.2. Using Self-Dialogue
 - 2.7.3. The Patient's Biography
- 2.8. Assessment Guarantees
 - 2.8.1. What Guarantees Should an Assessment Process Have?
 - 2.8.2. Issues to Consider

Module 3. Design and Intervention Strategies in Cognitive-Behavioral Psychology

- 3.1. Aspects to Consider in the Intervention Process
 - 3.1.1. Aspects Specific to the Therapist
 - 3.1.2. Contextual Aspects
 - 3.1.3. Aspects Specific to the Patient
- 3.2. Mental and Emotional Health
 - 3.2.1. What Is Health?
 - 3.2.2. Mental Health
 - 3.2.3. Emotional Health
- 3.3. Habits and Cognitive Style
 - 3.3.1. Introduction to Habits and Their Types
 - 3.3.2. Their Influence on Therapy and the Change Process
- 3.4. Applied Communication Skills
 - 3.4.1. Introduction to Communication Skills
 - 3.4.2. Communication Skills Applied to Crisis Intervention
 - 3.4.3. Use of Communication Skills During Therapy
- 3.5. Representational Systems
 - 3.5.1. Introduction and Definition of Representational Systems
 - 3.5.2. Types of Systems and Their Influence
- 3.6. Effective Use of Questions (Socratic Method)
 - 3.6.1. The Importance of Questioning in Therapy
 - 3.6.2. Emergence of the Socratic Method
 - 3.6.3. Its Application in Therapy

- 3.7. Therapist Skills
 - 3.7.1. Introduction to Therapist Skills
 - 3.7.2. Importance of Therapist Skills
 - 3.7.3. Handling Difficult Situations

Module 4. Intervention with Cognitive-Behavioral Techniques in the Treatment of Chronic Patients

- 4.1. Introduction to Chronic Disease
 - 4.1.1 Chronic Disease Characteristics
 - 4.1.2. How Does It Affect the Person?
- 4.2. Most Common Chronic Diseases
 - 4.2.1. Prevalence of Chronic Diseases
 - 4.2.2. Most Common Diseases
- 4.3. Chronic Patient Assessment
 - 4.3.1. Principles of Assessment
 - 4.3.2. Most Common Assessment Tools
- 4.4. Self-Esteem and Self-Concept Problems
 - 4.4.1. Definition of Self-Esteem
 - 4.4.2. Definition of Self-Concept
 - 4.4.3. Common Self-Esteem and Self-Concept Problems in Chronic Illnesses
- 4.5. Coping Styles and Techniques
 - 4.5.1. What Are Coping Styles?
 - 4.5.2. Assessment Instruments
 - 4.5.3. Techniques for an Improved Approach
- 4.6. Biofeedback Techniques
- 4.7. Systematic Desensitization (J. Wolpe, 1948)
 - 4.7.1. Who Is J. Wolpe?
 - 4.7.2. Theoretical Foundations of Systematic Desensitization
 - 4.7.3. Application of Systematic Desensitization
- 4.8. Edmund Jacobson's Progressive Relaxation
 - 4.8.1. Who Is Jacobson?
 - 4.8.2. Theoretical Foundations of Progressive Relaxation
 - 4.8.3. Application of Progressive Relaxation

tech 16 | Syllabus

- 4.9. Instrumental Operant Conditioning Techniques
 - 4.9.1. Therapeutic Use
 - 4.9.2. Most Commonly Used Techniques
 - 4.9.3. Conditioning at Present
- 4.10. Modeling Techniques

Module 5. Intervention with Cognitive-Behavioral Techniques in Clinical Psychology

- 5.1. Types of Techniques
 - 5.1.1. Introduction to Cognitive-Behavioral Techniques
 - 5.1.2. Why Is It Important to Avoid Relapses?
- 5.2. Schultz's Autogenous Relaxation (1901)
 - 5.2.1. Who Is Schultz?
 - 5.2.2. Autogenous Therapy
 - 5.2.3. Clinical Use
- 5.3. Suggestion and Hypnosis Techniques
 - 5.3.1. Origin of Hypnosis
 - 5.3.2. Suggestion and Hypnosis Procedure
 - 5.3.3. Applicability and Efficacy Data
- 5.4. Rational-Emotive-Behavioral Therapy (REBT) by Ellis
 - 5.4.1. Who Is Ellis?
 - 5.4.2. Foundation of Rational-Emotive-Behavioral Therapy (REBT)
 - 5.4.3. Clinical Use
- 5.5. Stress Inoculation Therapy
 - 5.5.1. Introduction to Stress Inoculation Therapy
 - 5.5.2. Relevant Authors
 - 5.5.3. Clinical Use
- 5.6. Beck's Cognitive Therapy
 - 5.6.1. Who Is Beck?
 - 5.6.2. Fundamentals of Cognitive Therapy
 - 5.6.3. Clinical Use

- 5.7. Problem-Solving Therapy
 - 5.7.1. Introduction to Problem-Solving Therapy
 - 5.7.2. Relevant Authors
 - 5.7.3. Clinical Use
- 5.8. Exposure Therapy
 - 5.8.1. Types of Exposure
 - 5.8.2. Relevant Authors
 - 5.8.3. Clinical Use
- 5.9. Cognitive Restructuring
 - 5.9.1. What Is Cognitive Restructuring?
 - 5.9.2. Clinical Use
- 5.10. Mindfulness
 - 5.10.1. Origin of Mindfulness
 - 5.10.2. Mechanisms of Action
 - 5.10.3. Clinical Use

Module 6. Applied Cognitive-Behavioral Psychology

- 6.1. Intervention in Anxiety Disorders
 - 6.1.1. Assessment and Diagnosis in Anxiety Disorders
 - 6.1.2. Intervention and Treatment
- 6.2. Intervention in Mood Disorders
 - 6.2.1. Assessment and Diagnosis in Mood Disorders
 - 6.2.2. Intervention and Treatment
- 6.3. Intervention in Sleep Disorders
 - 6.3.1. Assessment and Diagnosis in Sleep Disorders
 - 6.3.2. Intervention and Treatment
- 6.4. Intervention in Chronic Pain Disorders
 - 6.4.1. Assessment and Diagnosis in Chronic Pain Disorders
 - 6.4.2. Intervention and Treatment
- 5.5. Cognitive-Behavioral Intervention in Psychosomatic Disorders
 - 6.5.1. Assessment and Diagnosis in Psychosomatic Disorders
 - 6.5.2. Intervention and Treatment

Syllabus | 17 tech

- 6.6. Intervention in Eating Disorders
 - 6.6.1. Assessment and Diagnosis in Eating Disorders
 - 6.6.2. Intervention and Treatment
- 6.7. Grief Intervention
 - 6.7.1. Concept of Grief
 - 6.7.2. Intervention and Treatment
 - 6.7.3. Accompaniment
- 6.8. Intervention in Depressive Disorders
 - 6.8.1. Assessment and Diagnosis in Depressive Disorders
 - 6.8.2. Intervention and Treatment
- 6.9. Stress Intervention
 - 6.9.1. Concept of Stress
 - 6.9.2. Associated Theories
 - 6.9.3. Intervention and Treatment

Module 7. Cognitive-Behavioral Model in Health Psychology Intervention

- 7.1. Introduction to the Biopsychosocial Model of Health
 - 7.1.1. Importance for an Integrative Model
 - 7.1.2. Birth of the Biopsychosocial Model
- 7.2. Emergence of Health Psychology
 - 7.2.1. History and Emergence of Health Psychology
 - 7.2.2. Theoretical Basis
- 7.3. The Emergence of Community Psychology
 - 7.3.1. Origins of Community Psychology
 - 7.3.2. Impact and Use
- 7.4. Emotion-Based Therapy
 - 7.4.1. What Is Emotion-Based Therapy?
 - 7.4.2. Main Authors
 - 7.4.3. Clinical Use
- 7.5. Humanist Theories
 - 7.5.1. Birth of Humanist Theories
 - 7.5.2. Theoretical Approach and Main Authors
 - 7.5.3. Application

- 7.6. Carl Rogers' Therapy
 - 7.6.1. Who Is Carl Rogers?
 - 7.6.2. Theoretical Basis
 - 7.6.3. Therapeutic Application
- 7.7. Social Skills Training
 - 7.7.1. Social Skills Training Programs
 - 7.7.2. Social Skills in Pathological Disorders
 - 7.7.3. Usefulness and Effectiveness
- 7.8. Acceptance and Commitment Therapy
 - 7.8.1. Basis and Foundations
 - 7.8.2. Structure and Procedures
 - 7.8.3. Application and Effectiveness
- 7.9. Dialectical Behavior Therapy (DBT)
 - 7.9.1. Basis and Foundations
 - 7.9.2. Structure and Procedures
 - 7.9.3. Application and Effectiveness
- 7.10. Family Therapy, Principles and Techniques
 - 7.10.1. Basis and Foundations
 - 7.10.2. Structure and Procedures
 - 7.10.3. Application and Effectiveness

Module 8. Applied Psychopharmacology

- 8.1. Introduction to Psychopharmacology
 - 8.1.1. Principles and Introduction to Psychopharmacology
 - 8.1.2. General Principles of Psychopharmacological Treatment
 - 8.1.3. Main Applications
- 3.2. Antidepressants
 - 8.2.1. Types of Antidepressants
 - 8.2.2. Mechanism of Action
 - 8.2.3. Indications
 - 8.2.4. Drugs of the Group
 - 8.2.5. Side Effects
 - 8.2.6. Contraindications
 - 8.2.7. Drug Interactions
 - 8.2.8. Patient Information

tech 18 | Syllabus

Antipsychotics 8.3.1. Types of Antipsychotics 8.3.2. Mechanism of Action 8.3.3. Indications 8.3.4. Drugs of the Group 8.3.5. Side Effects 8.3.6. Contraindications 8.3.7. Drug Interactions 8.3.8. Patient Information 8.4. Anxiolytics and Hypnotics 8.4.1. Types of Anxiolytics and Hypnotics 8.4.2. Mechanism of Action 8.4.3. Indications 8.4.4. Drugs of the Group 8.4.5. Side Effects 8.4.6. Contraindications 8.4.7. Drug Interactions 8.4.8. Patient Information 8.5. Mood Stabilizers 8.5.1. Types of Mood Stabilizers 8.5.2. Mechanism of Action 8.5.3. Indications 8.5.4. Drugs of the Group 8.5.5. Dosage and Forms of Administration 8.5.6. Side Effects 8.5.7. Contraindications 8.5.8. Drug Interactions 8.5.9. Patient Information

| 8.6. | Psychostimulants | |
|------|---------------------------------------|------------------------------------|
| | 8.6.1. | Mechanism of Action |
| | 8.6.2. | Indications |
| | 8.6.3. | Drugs of the Group |
| | 8.6.4. | Dosage and Forms of Administration |
| | 8.6.5. | Side Effects |
| | 8.6.6. | Contraindications |
| | 8.6.7. | Drug Interactions |
| | 8.6.8. | Patient Information |
| 8.7. | Anti-Dementia Drugs | |
| | 8.7.1. | Mechanism of Action |
| | 8.7.2. | Indications |
| | 8.7.3. | Drugs of the Group |
| | 8.7.4. | Dosage and Forms of Administration |
| | 8.7.5. | Side Effects |
| | 8.7.6. | Contraindications |
| | 8.7.7. | Drug Interactions |
| | 8.7.8. | Patient Information |
| 8.8. | Drugs for the Treatment of Dependency | |
| | 8.8.1. | Types and Mechanism of Action |
| | 8.8.2. | Indications |
| | 8.8.3. | Drugs of the Group |
| | 8.8.4. | Dosage and Forms of Administration |
| | 8.8.5. | Side Effects |
| | 8.8.6. | Contraindications |
| | 8.8.7. | Drug Interactions |
| | 8.8.8. | Patient Information |

Syllabus | 19 tech

- 8.9. Anti-Epileptic Drugs
 - 8.9.1. Mechanism of Action
 - 8.9.2. Indications
 - 8.9.3. Drugs of the Group
 - 8.9.4. Side Effects
 - 8.9.5. Contraindications
 - 8.9.6. Drug Interactions
 - 8.9.7. Patient Information
- 8.10. Other Drugs: Guanfacine
 - 8.10.1. Mechanism of Action
 - 8.10.2. Indications
 - 8.10.3. Dosage and Forms of Administration
 - 8.10.4. Side Effects
 - 8.10.5. Contraindications
 - 8.10.6. Drug Interactions
 - 8.10.7. Patient Information

Module 9. Behavior Modification

- 9.1. Main Theories and Authors
 - 9.1.1. Beginnings of Behavioral Theories
 - 9.1.2. Most Relevant Authors
- 9.2. Behavioral Assessment
 - 9.2.1. Behavioral Assessment Strategies
 - 9.2.2. Functional Analysis of Behavior
- 9.3. Functional Analysis of Behavior
 - 9.3.1. Origin and Foundations of Functional Behavioral Analysis
 - 9.3.2. Clinical Utility
- 9.4. Operant Techniques for Behavioral Enhancement
 - 9.4.1. What Behaviors Do We Want to Increase?
 - 9.4.2. Techniques to Increase Behavior
- 9.5. Covert Conditioning Techniques
 - 9.5.1. Fundamentals of Covert Conditioning
 - 9.5.2 Uses in Clinical Practice

- 9.6. Techniques to Reduce or Eliminate
 - 9.6.1. What Behaviors Do We Want to Eliminate?
 - 9.6.2. Techniques to Reduce or Extinguish a Behavior
- 9.7. Token Economy Program
 - 9.7.1. Theoretical Basis for the Token Economy
 - 9.7.2. Its Use in the Classroom
 - 9.7.3. Its Clinical Use
- 9.8. Contingency Contracts
 - 9.8.1. Basics of Contingency Contracts
 - 9.8.2. Usefulness and Effectiveness
- 9.9. Latest Applications and Studies
 - 9.9.1. Neobehavioral Theories
 - 9.9.2. Main Authors
 - 9.9.3. Research Lines

Module 10. Treatment Programs

- 10.1. Introduction to Treatment Programs
 - 10.1.1. Characteristics of Treatment Programs
 - 10.2.2. Most Popular Treatment Programs
- 10.2. Autism Spectrum
 - 10.2.1. Principles of the Autism Spectrum
 - 10.2.2. Assessment and Diagnosis
 - 10.2.3. Intervention and Treatment
- 10.3. Schizophrenia
 - 10.3.1. Basis of the Disease
 - 10.3.2. Assessment and Diagnosis
 - 10.3.3. Intervention and Treatment
- 10.4. Neuropsychological Conditions
 - 10.4.1. Most Common Conditions
 - 10.4.2. Assessment and Diagnosis
 - 10.4.3. Treatment Programs

tech 20 | Syllabus

- 10.5. Social Phobia Treatment
 - 10.5.1. Common Treatment Programs for Social Phobia
 - 10.5.2. Treatments and Lines of Research
 - 10.5.3. Cognitive-Behavioral Intervention
- 10.6. Specific Phobia Treatment
 - 10.6.1. Characteristics of the Diagnosis
 - 10.6.2. Assessment
 - 10.6.3. Intervention and Treatment
- 10.7. A Clinical Model of Obsessive Thoughts
 - 10.7.1. Thoughts and Beliefs
 - 10.7.2. Obsessions and Compulsions
 - 10.7.3. Treatment
- 10.8. Treatment of Sexual Disorders
 - 10.8.1. Assessment and Diagnosis of Sexual Disorders
 - 10.8.2. Non-Pharmacological Treatment for Sexual Disorders
- 10.9. Treatment of Addictions
 - 10.9.1. Concept of Addiction
 - 10.9.2. Components of Addiction
 - 10.9.3. Intervention Programs
- 10.10. Treatment of Personality Disorders
 - 10.10.1. Characteristics of Personality Disorders
 - 10.10.2. Assessment and Diagnosis
 - 10.10.3. Intervention and Treatment

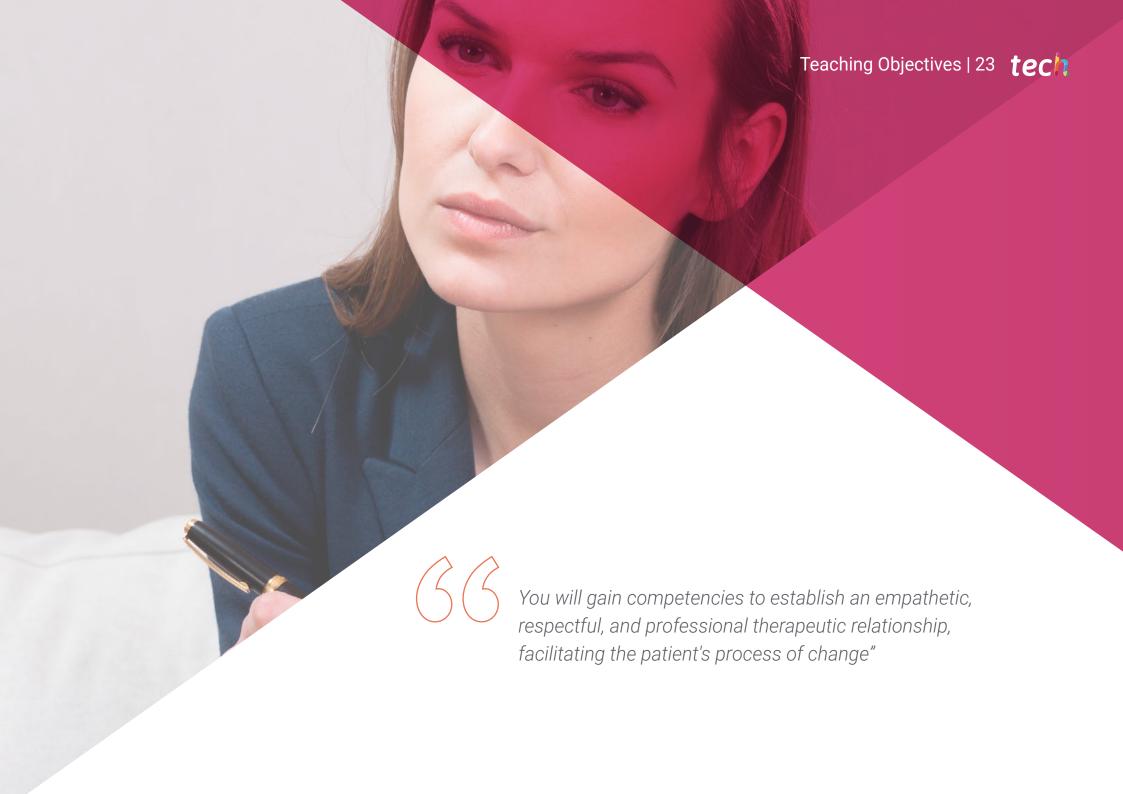






The specialized readings will allow you to further expand the rigorous academic content provided in this program"



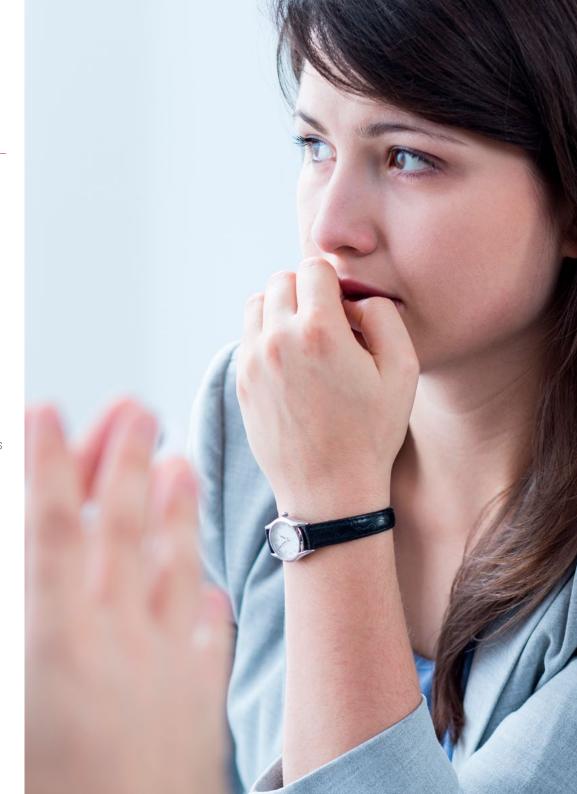


tech 24 | Teaching Objectives



General Objectives

- Apply the fundamental principles of the cognitive-behavioral model in clinical and psychoeducational contexts
- Identify the cognitive, emotional, and behavioral processes involved in the most common psychological disorders
- Design therapeutic intervention plans tailored to the individual needs of each patient
- Analyze the maintaining and predispositional factors in anxiety, depression, and behavioral disorders
- Use psychological assessment techniques for diagnosis and treatment monitoring
- Implement cognitive restructuring and behavior modification strategies effectively
- Integrate current scientific advancements into cognitive-behavioral clinical practice
- Intervene in individual, group, or family contexts from an evidence-based perspective
- Evaluate therapeutic effectiveness using validated instruments and standardized protocols
- Develop therapeutic communication skills and manage the clinical relationship effectively





Module 1. Historical Evolution of Cognitive-Behavioral Psychology

- Understand the origins of psychology and the historical evolution of cognitivebehavioral psychology
- Comprehend the importance of psychology as a scientific discipline

Module 2. Study and Diagnosis in the Cognitive-Behavioral Psychology Model

- Analyze the foundations of study and diagnosis from the cognitive-behavioral perspective
- Learn the fundamentals of assessment within the cognitive-behavioral framework

Module 3. Design and Intervention Strategies in Cognitive-Behavioral Psychology

- Understand and comprehend the different intervention strategies in cognitivebehavioral psychology
- Differentiate between cognitive-behavioral strategies and those from other approaches

Module 4. Intervention with Cognitive-Behavioral Techniques in the Treatment of Chronic Patients

- Delve into the foundations of cognitive-behavioral therapy intervention
- Analyze the most common chronic diseases and their characteristics

Module 5. Intervention with Cognitive-Behavioral Techniques in Clinical Psychology

- Acquire essential knowledge of the different cognitive-behavioral techniques
- Deepen the understanding of therapies based on the cognitive-behavioral model

Module 6. Applied Cognitive-Behavioral Psychology

- Learn and internalize the basics of cognitive-behavioral psychology
- Understand how to apply techniques within the cognitive-behavioral framework

Module 7. Cognitive-Behavioral Model in Health Psychology Intervention

- Understand the significance of the emergence of other explanatory theories and models
- Learn and analyze the relationship between these approaches

Module 8. Applied Psychopharmacology

- Differentiate between existing classes of psychopharmacological treatments for psychiatric and behavioral disorders
- Determine the mechanisms of action in each pharmacological treatment

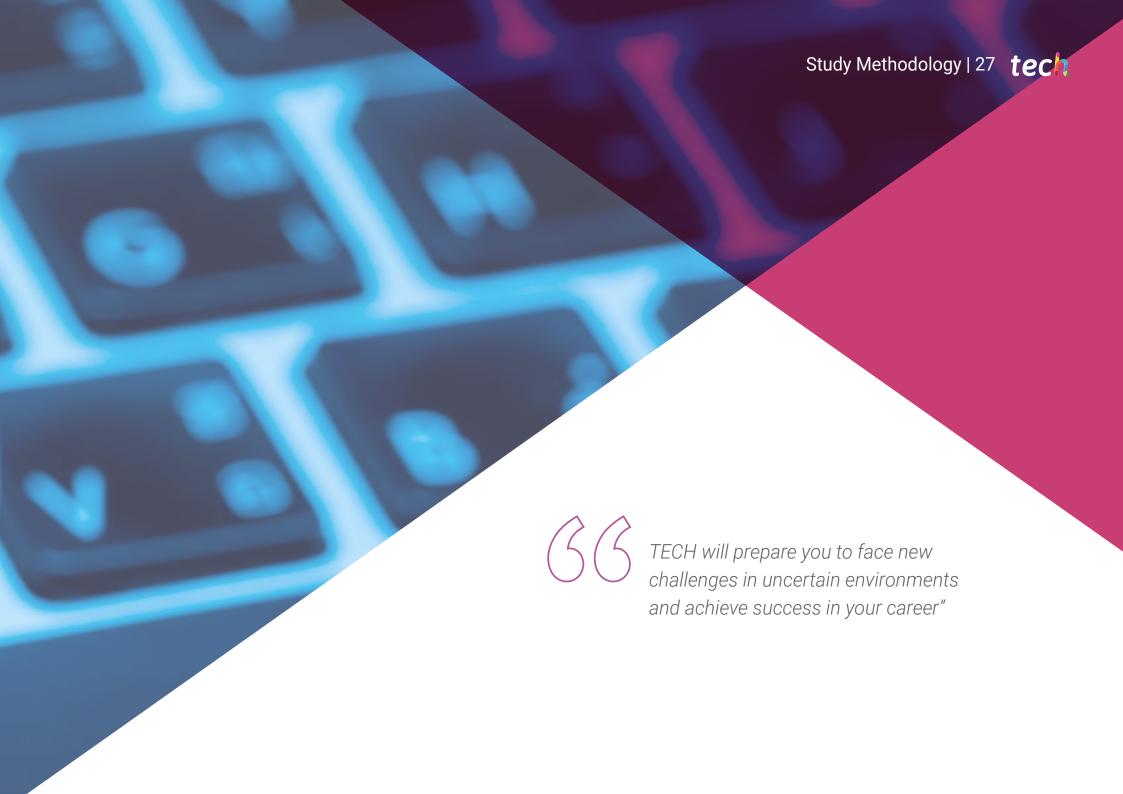
Module 9. Behavior Modification

- Understand the foundations of behavior modification techniques
- Explore the various theoretical approaches to behavior modification

Module 10. Treatment Programs

- Master the use of technological tools and recognize their utility in clinical psychology
- Learn about current and future treatments linked to new technologies



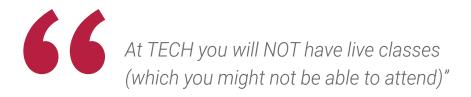


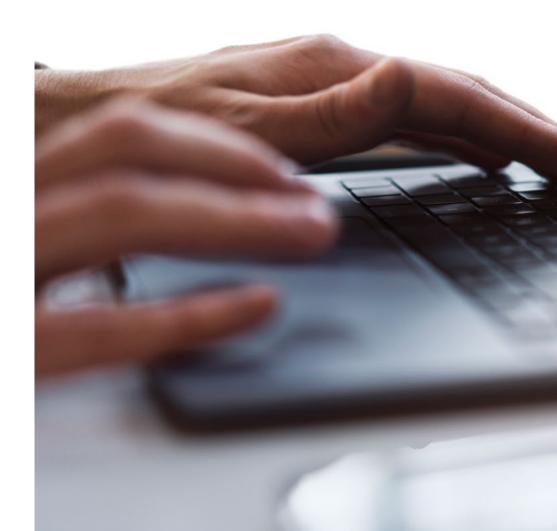
The student: the priority of all TECH programs

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

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

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







The most comprehensive study plans at the international level

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

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

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



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

tech 30 | Study Methodology

Case Studies and Case Method

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

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

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



Relearning Methodology

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

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

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

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



tech 32 | Study Methodology

A 100% online Virtual Campus with the best teaching resources

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

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

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

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



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

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

- 1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
- **2.** Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
- 3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
- 4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

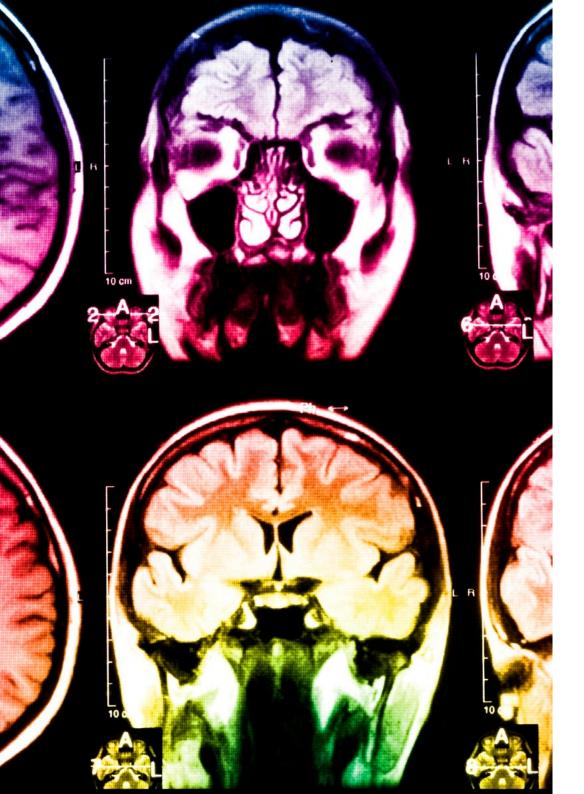


The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

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

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

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



tech 34 | Study Methodology

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



Study Material

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

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



Practicing Skills and Abilities

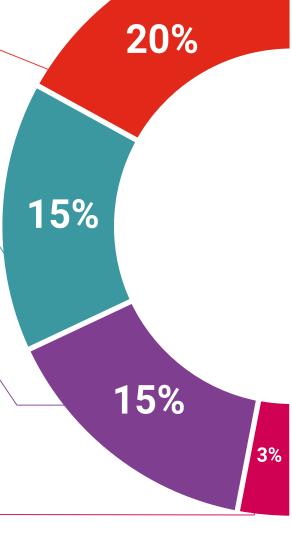
You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

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

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





Additional Reading

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

Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting



We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

Classes



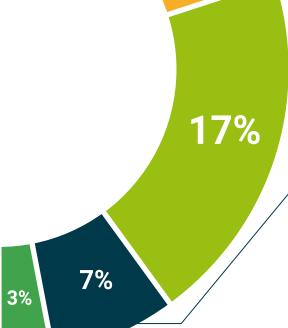
There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

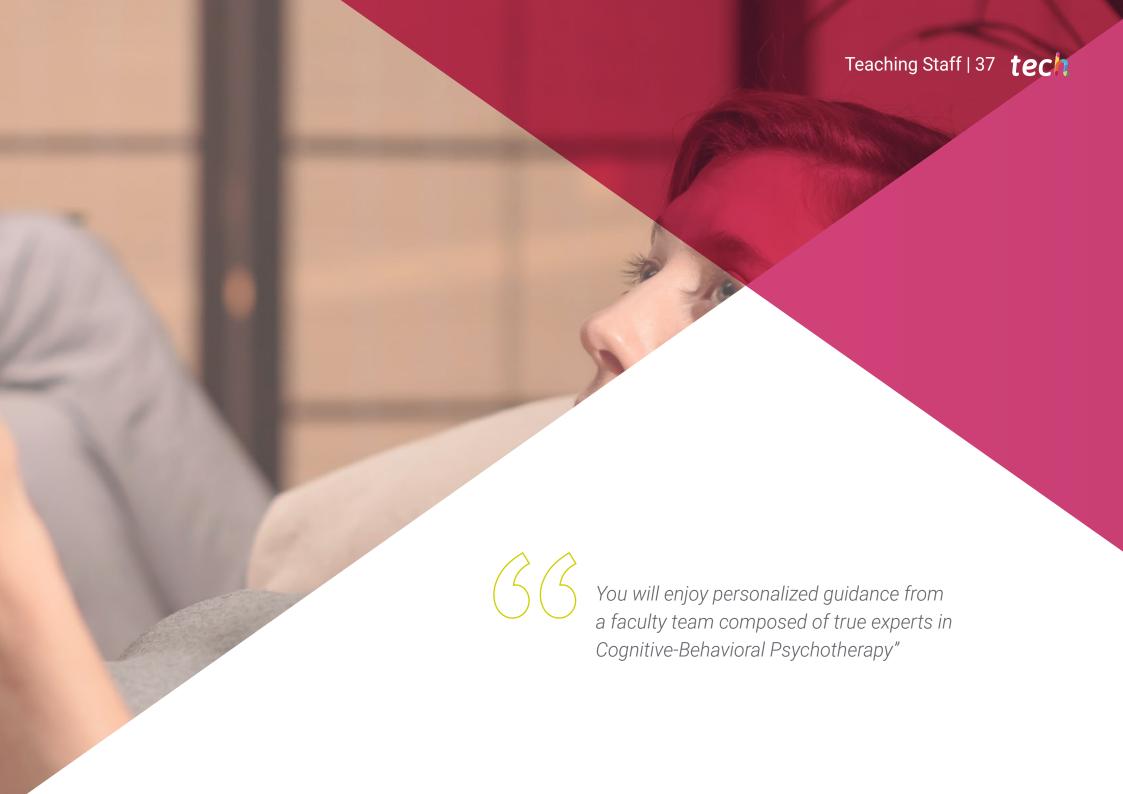
Quick Action Guides



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.







International Guest Director

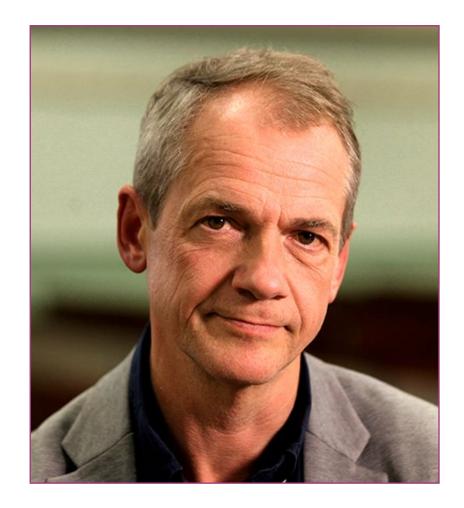
Dr. Stefan G. Hofmann is a world renowned expert in the area of Cognitive Behavioral Therapy and Anxiety Disorders. For more than 20 years he has been researching the nature of emotional disorders and the processes through which psychological treatments alleviate symptoms.

His extensive career has established him as a member of the Alexander von Humboldt Chair of Translational Clinical Psychology and the Department of Clinical Psychology at the Philipps University of Marburg in Germany and he is currently a Professor in the Department of Neurology and Psychology at Boston University, where he directs the Psychotherapy and Emotion Research Laboratory at the Center for Anxiety and Related Disorders.

He has served as president of numerous professional organizations and is editor-in-chief of *Cognitive Therapy and Research*. In addition, he has been included in the list of **Highly Cited Researchers** and has received the **Aaron T. Beck Award for Significant and Enduring Contributions to the Field of Cognitive Therapy** and the **Humboldt Research Award**.

He has also become a world reference as a **consultant in the development process of the DSM-5**, a manual created to help health professionals in the diagnosis of mental disorders and in the elaboration of a perfectly documented treatment plan for each individual.

In the research field, Dr. Hofmann has **published** more than **400 journal articles** and **20 books** on anxiety disorders, depression, emotions, the mechanism of treatment change, the translation of neuroscience findings into clinical applications, emotion regulation and cultural expressions of psychopathology.



Dr. Hofmann, Stefan G.

- Professor in the Department of Neurology and Psychology at Boston University, USA
- Editor-in-Chief of the Cognitive Therapy and Research Journal
- Consultant in the creation of the DSM-5
- Professor of the Department of Psychological and Brain Sciences, Boston University
- Ph.D. in Psychology from the University of Marburg
- Fellowship in Psychology at Stanford University
- Alexander von Humboldt Professor in Clinical Translational Psychology
- Member of: DSM-5 Sub-Working Group on Anxiety Disorder, DSM-5-TR Cross-Cultural Review Group



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





tech 42 | Certificate

This private qualification will allow you to obtain a diploma for the **Master's Degree in Cognitive-Behavioral Therapy** 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 private qualification from **TECH Global University** is a European continuing education and professional development program that guarantees the acquisition of competencies in its area of expertise, providing significant curricular value to the student who successfully completes the program.

TECH is a member of the prestigious **European Association of Applied Psychology (EAAP)**, an organization that brings together the best specialists and experts in psychology from more than 120 countries. This accreditation strengthens the international recognition of the program.

Accreditation/Membership

European Association of Applied Psychology Psychologia - accessibilitas, praxis, adhibitio

Title: Master's Degree in Cognitive-Behavioral Therapy

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.

tech global university



Master's Degree Cognitive-Behavioral Therapy

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

