Professional Master's Degree
Cognitive Behavioral Therapy

tech technological university

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Professional Master's Degree

Cognitive Behavioral Therapy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/pk/psychology/professional-master-degree/master-cognitive-behavioral-therapy

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01

Introduction

Stress and the frenetic pace of life have meant that anxiety, depression or certain mental health disorders have been on the rise. The care of this type of patient requires a thorough knowledge of the clinical diagnosis and the necessary tools to make the person better able to handle certain daily situations. This 100% online program provides the psychology professional with a deep knowledge in relation to cognitive-behavioral psychotherapies, recent research and the application of new technologies in treatments. All this with multimedia content that is at the forefront of academic teaching.

Thanks to this Professional Master's Degree you will achieve a thorough knowledge of the most efficient techniques to care for patients with anxiety or eating disorders"

The Professional Master's Degree in Cognitive Behavioral Therapy is aimed at psychology professionals seeking specialization in an area where there is increasing acceptance by patients and has proven effectiveness in the treatments used, especially for people suffering from depression, post-traumatic stress disorder, schizophrenia or certain eating disorders.

An entirely online program, in which the professional will be introduced from the beginning in the evolution of this branch of Psychology, with a theoretical-practical approach where during the 12 months of duration of this program, the different methods of diagnosis and practices to be used with patients attending to their mental health problems. In addition, this Professional Master's Degree includes 10 masterclasses offered by a guest professor of great relevance in the field of Psychology. His research and teaching experience will bring a unique and differential vision to the topics addressed in this university program. This will also provide a relevant approach to diagnosis, intervention techniques and the application of Cognitive-Behavioral Psychology.

Likewise, this degree incorporates the new technologies that today are being used in consultations for the management and approach of patients who, due to their physical characteristics or their own disorder, cannot or decide not to attend in person.

A specialized teaching team will be in charge of providing all their knowledge and experience in this field, so that students achieve their objectives and the most current knowledge in this field. All this, in addition to a syllabus composed of quality multimedia content that can be accessed from any electronic device with internet connection and at any time of the day. TECH qualifications are characterized by their convenience and flexibility, since students do not have to attend classes in person, nor do they have class sessions with fixed schedules, which allows them to distribute the course load according to their needs and to make it compatible with their professional and/or personal responsibilities.

This **Professional Master's Degree in Cognitive Behavioral Therapy** contains the most complete and up-to-date scientific 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 self-assessment can be used to improve learning
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

This university qualification provides an in-depth understanding of the mechanisms of action in each of the pharmacological treatments"

The Relearning learning system facilitates the acquisition of knowledge in a more natural and progressive way, without long hours of study"

Access the latest research in Cognitive Behavioral Therapy and apply it in your clinical consultations.

Improve the therapist's communication skills with this Professional Master's Degree.

The program's teaching staff includes professionals from sector who contribute their work experience to this educational 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 education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby professionals must try to solve the different professional practice situations that arise during the academic year. This will be done with the help of an innovative system of interactive videos made by renowned experts.

02

Objectives

This Professional Master's Degree offers students an exhaustive knowledge from which they will be able to achieve a specialization in the area of Cognitive Behavioral Therapy at the end of this program. In this way, they will be able to correctly analyze the patient's situation, discriminate the different strategies that can be applied to treat their mental health illness and implement, if necessary, the most recent technological and psychopharmacological tools for this type of patient. The teaching team will guide the psychology professional throughout this program, so that they will be able to achieve these goals.

TECH provides you with a high-quality education in which you can access the most recent syllabus and the latest multimedia content in the academic panorama"

General objectives

- Provide students with academic and technical knowledge in their professional work from the cognitive-behavioral approach
- Update knowledge in the design of Psychological Assessment from the Cognitive-Behavioral approach
- Update the knowledge and tools of Psychological Intervention for a good design of the therapeutic process
- Introduce the student to the therapeutic relationship tools that favor the establishment of a good therapeutic relationship
- Promote the knowledge and management of technical tools to know how to contain the patients emotional state
- Encourage the psychology professional to maintain continuous training and develop their scientific knowledge
- Master the code of ethics in order to perform their work within professional ethics

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. Study and Diagnosis in the Cognitive-Behavioral Psychology Model

- Know the basis of the study and diagnosis from the cognitive-behavioral perspective
- Contextualize and differentiate the characteristics of the model from the rest
- Know the fundamentals of assessment within the cognitive-behavioral perspective

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

- Know and understand the different intervention strategies existing in cognitive-behavioral psychology
- Differentiate between the strategies of cognitive-behavioral psychology and others. Learn to design strategies that allow intervention from the cognitive-behavioral psychology model

Module 4. Intervention with Cognitive-Behavioral Techniques in the Clinical Chronic Patient

- Know the basics of cognitive-behavioral therapy intervention
- Know the profile of the patient with chronic disease
- Know the most common chronic diseases and their characteristics

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

- Acquire basic and key knowledge about the different cognitive-behavioral techniques
- Know and learn how to carry out an intervention with the cognitive-behavioral model
- Learn the basics of therapies based on the cognitive-behavioral model
- Know the authors of the cognitive-behavioral techniques

Module 6. Applied Cognitive-Behavioral Psychology

- Learn and internalize the basics of cognitive-behavioral psychology. Know the current and new lines of research. Gain knowledge about how to apply the techniques within cognitive-behavioral psychology

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
- Know and analyze the relationship between both approaches

Module 8. Applied Psychopharmacology

- Differentiate the existing groups of psychotropic drugs for the treatment of psychiatric and behavioral disorders
- Determine the mechanisms of action in each of the pharmacological treatments
- Assess the side effects of different groups of drugs

Module 9. Behavior Modification

- Know the basics of behavior modification techniques
- Know and recognize the different theoretical currents of behavior modification
- Know and learn how to apply behavior modification techniques

Module 10. Treatment Program

- Gain knowledge about the main treatment programs. Know what ICT is and their usefulness in clinical psychology
- Become familiar with the current and future treatments linked to new technologies

This 100% online program will allow you to delve into the main ICT tools used in clinical psychology"

03

Skills

Upon completion of this online program, the psychology professional will have improved their skills by being able to manage more efficiently the therapeutic relationship with patients, master the technology for applying it to psychotic disorders and certain addictions while contributing to the patient's personal growth The practical cases provided by the teaching team will favor the acquisition of techniques that facilitate the daily performance of the psychology professional in their daily practice.

The skills that you will acquire after completing this Professional Master's Degree will allow you to master the different techniques of personal growth of the patient"

General Skills

- Understand the development and evolution of the cognitive-behavioral intervention model, its characteristics, main authors, and therapeutic approaches
- Manage therapeutic relationship skills to establish an appropriate bond with the patient
- Master the areas of psychological assessment, analysis of relevant information, and assessment techniques
- Understand the peculiarities of the intervention process and manage the techniques both from their theoretical and practical foundations
- Understand and master the fields of intervention in psychotherapy and the technology to be applied in each of them
- Understand the technology applied to health-related problems
- Master the technology for the application in psychotic disorders, addictions, and couple problems
- Master other techniques that complement the intervention and contribute to the patient's personal growth

Improve your professional-patient relationship skills with the most used techniques in cognitive-behavioral therapies"

Specific Skills

- Understand and analyze the characteristics of the cognitive-behavioral model and its intervention orientations
- Establish a therapeutic bond with the patient that supports a successful intervention
- Master therapeutic relationship skills
- Adequately perform their role as a therapist
- Identify the different types of patients
- Know how to pace, contain and escort the patient
- Understand the rationale and characteristics of the psychological assessment process
- Identify the manifest and latent reason for consultation
- Discover and manage your needs as an evaluator
- Recognize and manage anxieties as a therapist
- Identify and manage the patient's needs and anxieties
- Identify assessment areas and scenarios
- Determine in the interview the necessary information to know and understand what happened
- Analyze the patients disposition to therapeutic change
- Identify and manage the factors to ensure good therapeutic adherence
- Differentiate the patient's different roles and the development in each one of them

04

Course Management

TECH rigorously selects the entire teaching team that teaches its degrees with the main objective of offering students an elite education available to all. As such, in this Professional Master's Degree, students who take this degree will have a specialized teaching team with experience in the approach of Cognitive Behavioral Therapy. Their knowledge in this field and their professional trajectory will favor the students who wish to specialize in the most up-to-date and innovative topics of the educational panorama. Also, the proximity and human quality of the faculty will be of great help in achieving the goals of students and the attention given to any questions that may arise during the course of this online program.

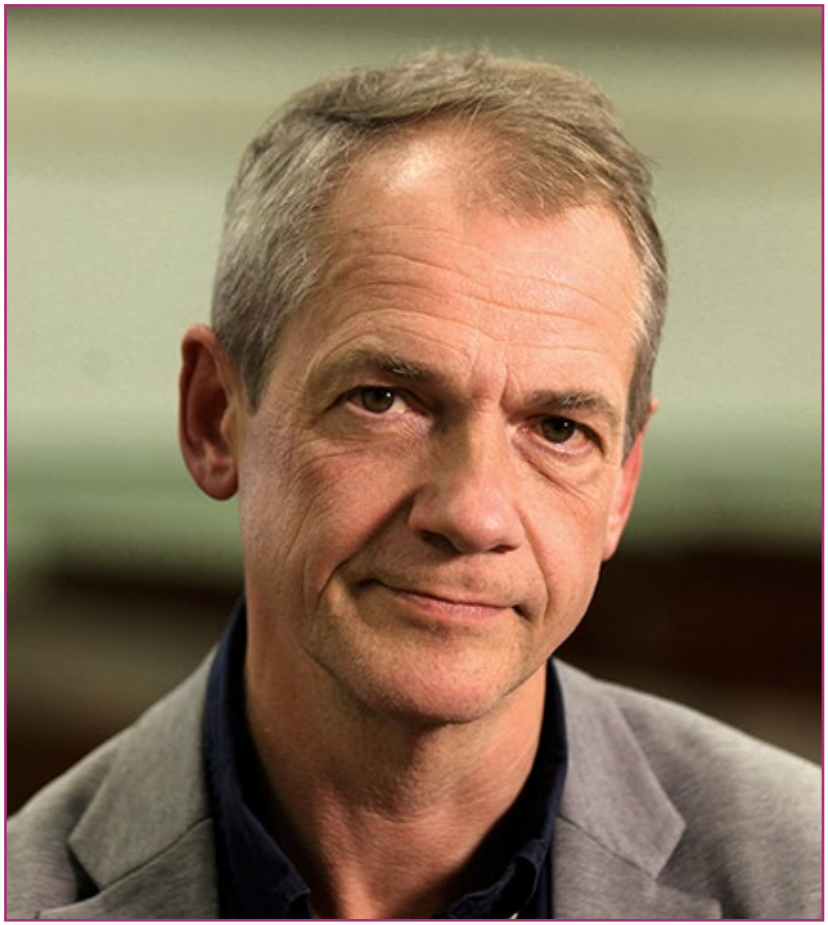
Access the 10 complete masterclasses that this Professional Master's Degree offers you, taught by a first level teacher in the academic panorama of Cognitive Behavioral Therapy".

International Guest Director

Alexander von Humboldt Professor of Translational Clinical Psychology and the Department of Clinical Psychology at Philipps University Marburg, Germany, and Professor of Clinical Psychology in the Department of Psychological and Brain Sciences at Boston University.

He has served as president of numerous professional organizations and is currently 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 been an advisor to the DSM-5 development process and has been a member of the DSM-5 Anxiety Disorder sub-working group and a member of the DSM-5-TR cross-cultural review group. 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.



D. G. Hofmann, Stefan

- Specialist in Cognitive-Behavioral Therapy and Anxiety Disorders
- Editor-in-Chief of the journal Cognitive Therapy and Research
- Professor of the Department of Psychological and Brain Sciences, Boston University
- Consultant in the creation of the DSM-5
- Ph.D. in Psychology from the University of Marburg
- Fellowship in Psychology at Stanford University
- Alexander von Humboldt Professor in Clinical Translational Psychology

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

05

Structure and Content

The syllabus of this Professional Master's Degree has been designed by a highly qualified teaching team that has incorporated recent advances in this field into this syllabus. As a result, students who study this Professional Master's Degree will have access from the first day to the entire syllabus made up of 10 modules. In them, you will learn about psychology as a scientific discipline up to the different intervention techniques for patients with different disorders and belonging to different population groups. They will also learn about the existing treatments according to the person's mental health problem. All this with an integrated content of video summaries of each topic, specialized readings and simulations of real cases that will serve to cement the knowledge of this teaching in a simple and agile way.

A curriculum developed by experts who will provide you with the most current knowledge in psychopharmacological treatments"

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. Behavioral Therapy
- 1.3.1. Beginnings of Behavioral Therapy
- 1.3.2. Most Relevant Authors and Theories

1.4. Development and Characteristics the Cognitive-Behavioral Model
- 1.4.1. Basis 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 Role
- 1.6.1. Importance of the Therapist
- 1.6.2. The Therapist's Position in 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 Today
- 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. The Patient's Thoughts. Belief System
- 2.7.1. What are the Emotional Patterns?
- 2.7.2. Types of Patterns
- 2.7.3. Definition of Beliefs
- 2.7.4. Limiting Beliefs

2.8. Self-Dialogue and Biography, Communication Channels
- 2.8.1. Therapeutic Communication
- 2.8.2. Using Self-Dialogue
- 2.8.3. The Patient's Biography

2.9. Assessment Guarantees
- 2.9.1. What Guarantees Should an Assessment Process Have?
- 2.9.2. 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. Interfering Situations in the Intervention Process, by the Therapist
- 3.4.1. External Factors That May Affect the Intervention
- 3.4.2. The Therapist and Their Traits
- 3.4.3. Situations That May Interfere with Therapy

3.5. Applied Communication Skills
- 3.5.1. Introduction to Communication Skills
- 3.5.2. Communication Skills Applied to Crisis Intervention
- 3.5.3. Use of Communication Skills During Therapy

3.6. Representational Systems
- 3.6.1. Introduction and Definition of Representational Systems
- 3.6.2. Types of Systems and Their Influence

3.7. Effective Use of Questions (Socratic Method)
- 3.7.1. The Importance of Questioning in Therapy
- 3.7.2. Emergence of the Socratic Method
- 3.7.3. Its Application in Therapy

3.8. Therapist Skills
- 3.8.1. Introduction to Therapist Skills
- 3.8.2. Importance of Therapist Skills
- 3.8.3. Handling Difficult situations

Module 4. Intervention with Cognitive-Behavioral Techniques in the Clinical Chronic Patient

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. Basis of Evaluation
- 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. Measuring Tools
- 4.5.3. Techniques for an Improved Approach

4.6. Deactivation and Relaxation Techniques
- 4.6.1. Introduction to Deactivation and Relaxation Techniques
- 4.6.2. Their Therapeutic Use
- 4.6.3. Most Relevant Authors and 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

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

4.10. Relapse Prevention
- 4.10.1. Why Is It Important to Avoid Relapses?
- 4.10.2. Techniques to Avoid Relapses
- 4.10.3. The Prevention Plan

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. Ellis Rational-Emotive-Behavioral Therapy
- 5.4.1. Who Is Ellis?
- 5.4.2. Fundamentals of Rational-Emotive-Behavioral Therapy
- 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

6.5. Cognitive-Behavioral Intervention in Psychosomatic Disorders
- 6.5.1. Assessment and Diagnosis in Psychosomatic Disorders
- 6.5.2. Intervention and Treatment

6.6. interventions 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 Applied 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 Birth 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 Behavioral Therapy
- 7.9.1. Basis and Foundations
- 7.9.2. Structure and Procedures
- 7.9.3. Application and Effectiveness

7.10. Family Therapy, Bases 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. Basis and Introduction to Psychopharmacology
- 8.1.2. General Principles of Psychopharmacological Treatment
- 8.1.3. Main Applications

8.2. 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

8.3. 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
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 Program

10.1. Introduction to Treatment Programs
10.1.1. Characteristics of Treatment Programs
10.1.2. Most Popular Treatment Programs
10.2. Autism Spectrum
10.2.1. Autism Spectrum Basics
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

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-Behavioural 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

A program designed to provide you with an in-depth knowledge of the main intervention techniques for patients with personality disorders or addictions"

06

Methodology

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

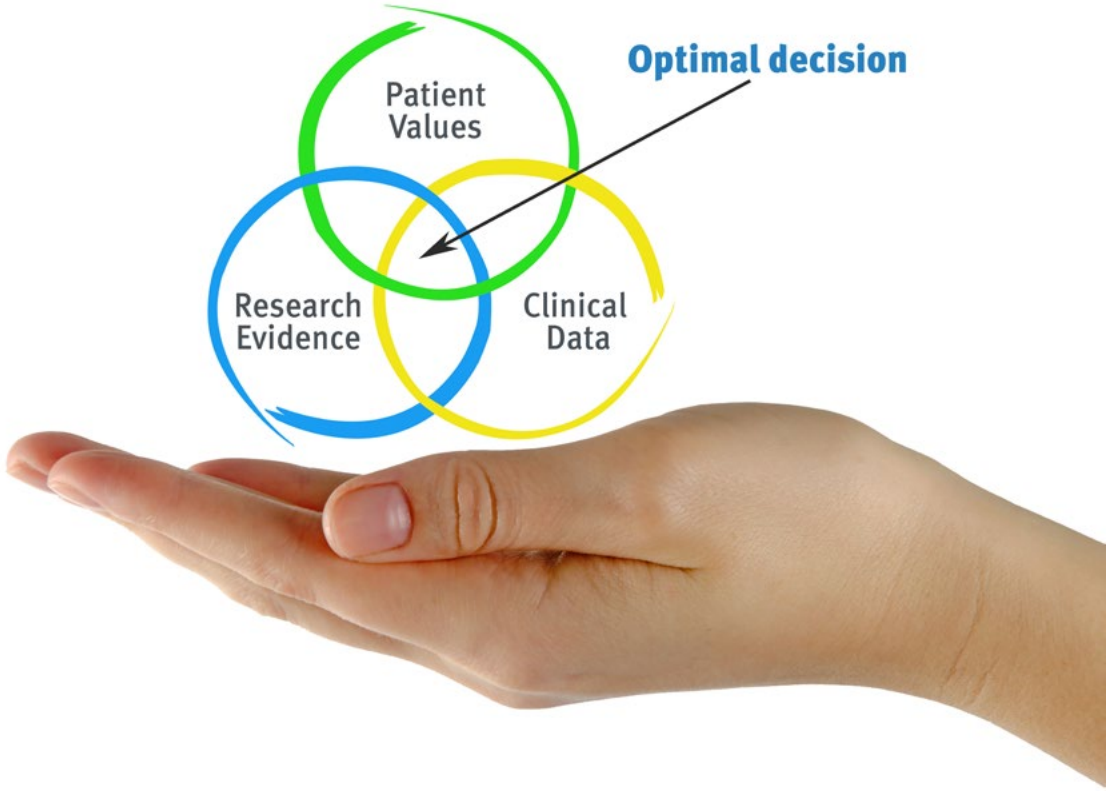
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the ***New England Journal of Medicine*** have considered it to be one of the most effective.

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

At TECH, we use the Case Method

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

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



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

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

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

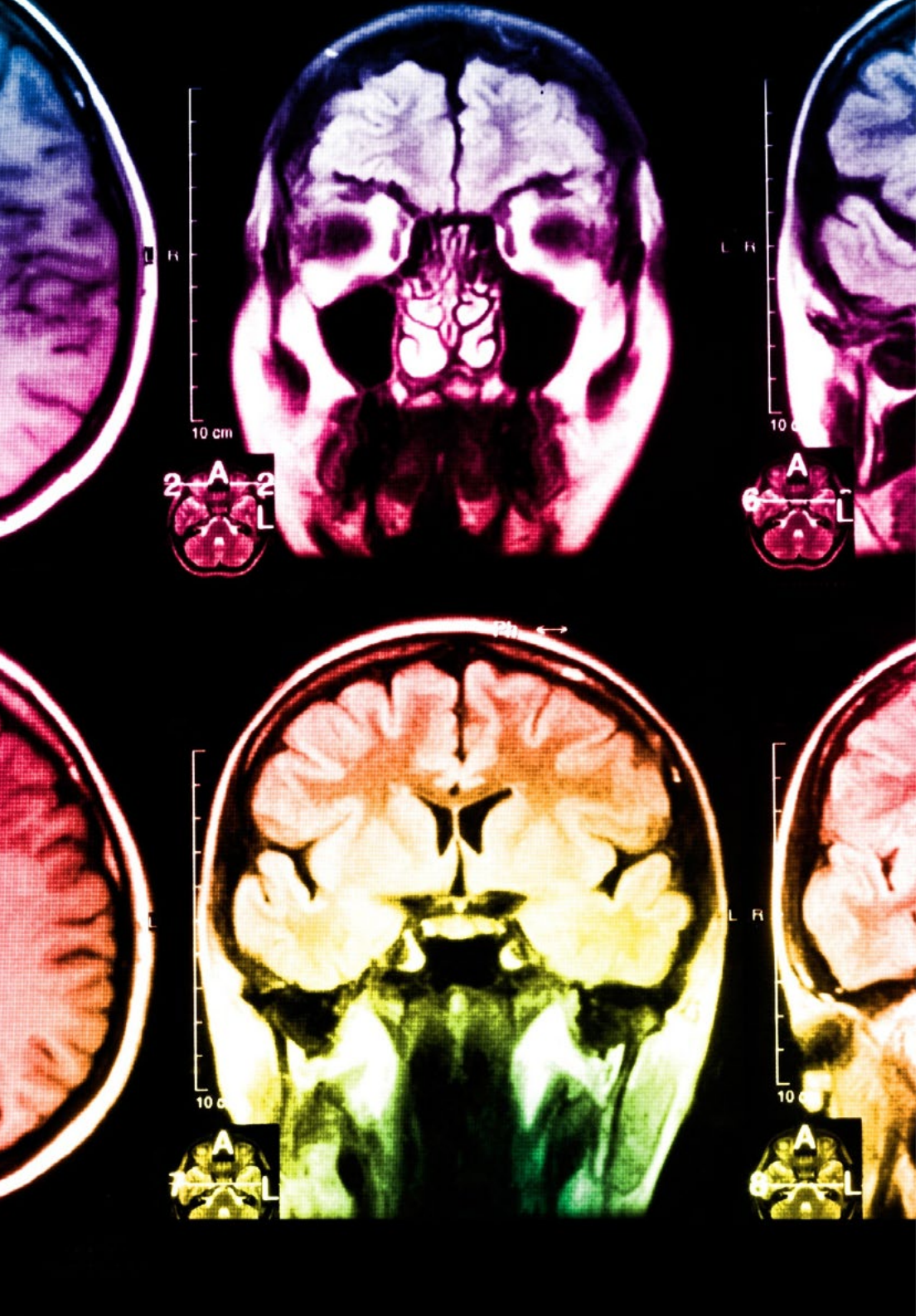
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate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

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 enabled more than 150,000 psychologists with unprecedented success in all clinical specialties. Our educational 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 education, 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 adapted in 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.

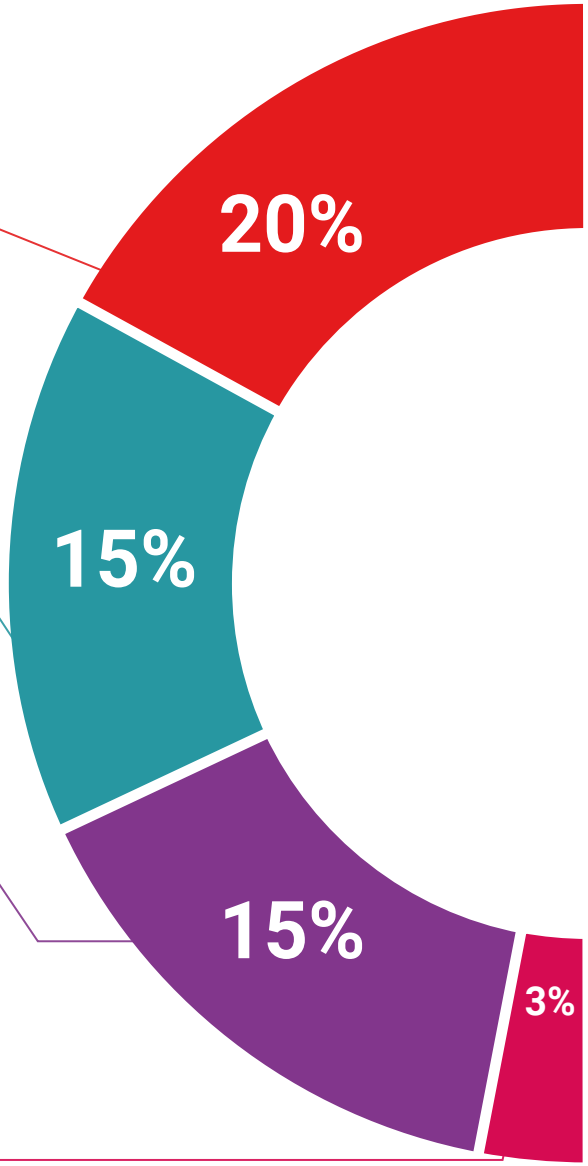
Interactive Summaries

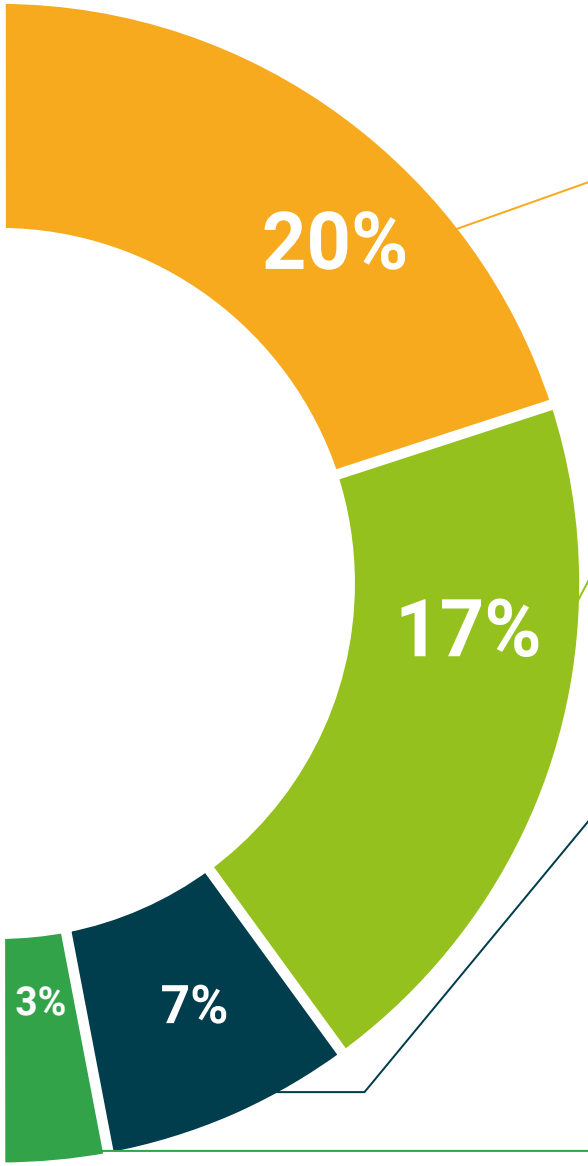
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 assess and re-assess 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 Cognitive Behavioral Therapy guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Technological University.

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

This **Professional Master's Degree in Cognitive Behavioral Therapy** 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** diploma issued by **TECH Technological University via tracked delivery*.**

The certificate 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 Cognitive Behavioral Therapy**

Official Number of Hours: **1,500 hours.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Cognitive Behavioral Therapy

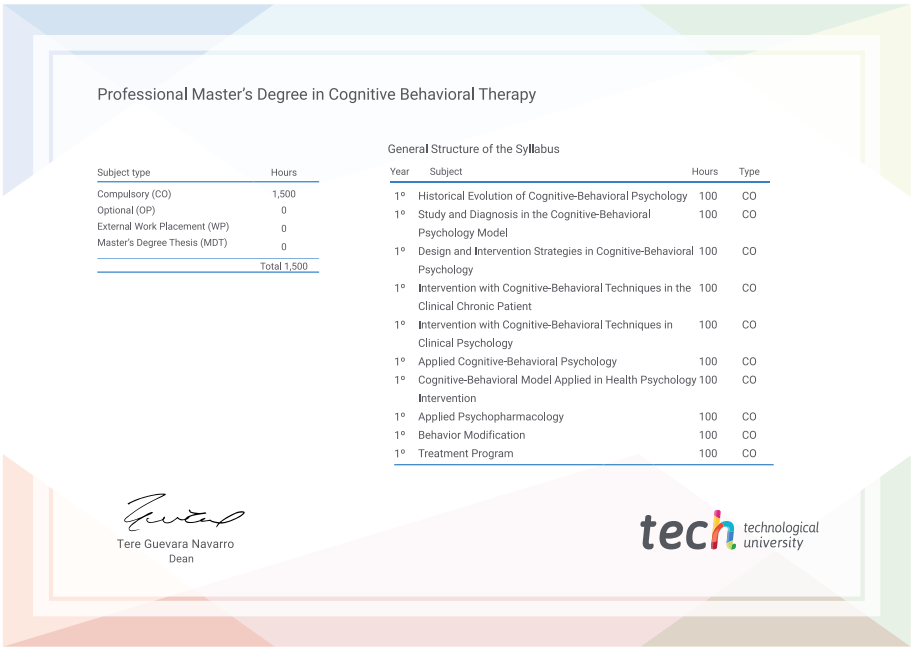
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Cognitive Behavioral Therapy

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	Historical Evolution of Cognitive-Behavioral Psychology	100	CO
1º	Study and Diagnosis in the Cognitive-Behavioral Psychology Model	100	CO
1º	Design and Intervention Strategies in Cognitive-Behavioral Psychology	100	CO
1º	Intervention with Cognitive-Behavioral Techniques in the Clinical Chronic Patient	100	CO
1º	Intervention with Cognitive-Behavioral Techniques in Clinical Psychology	100	CO
1º	Applied Cognitive-Behavioral Psychology	100	CO
1º	Cognitive-Behavioral Model Applied in Health Psychology Intervention	100	CO
1º	Applied Psychopharmacology	100	CO
1º	Behavior Modification	100	CO
1º	Treatment Program	100	CO

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Dean

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

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Professional Master's Degree
Cognitive Behavioral Therapy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree
Cognitive Behavioral Therapy

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