

# Professional Master's Degree

## General Health Psychology



## Professional Master's Degree

### General Health Psychology

Course Modality: **Online**

Duration: **12 months**

Certificate: **TECH Technological University**

Official N° of hours: **1,500 h.**

Website: [www.techtute.com/pk/psychology/professional-master-degree/master-general-health-psychology](http://www.techtute.com/pk/psychology/professional-master-degree/master-general-health-psychology)

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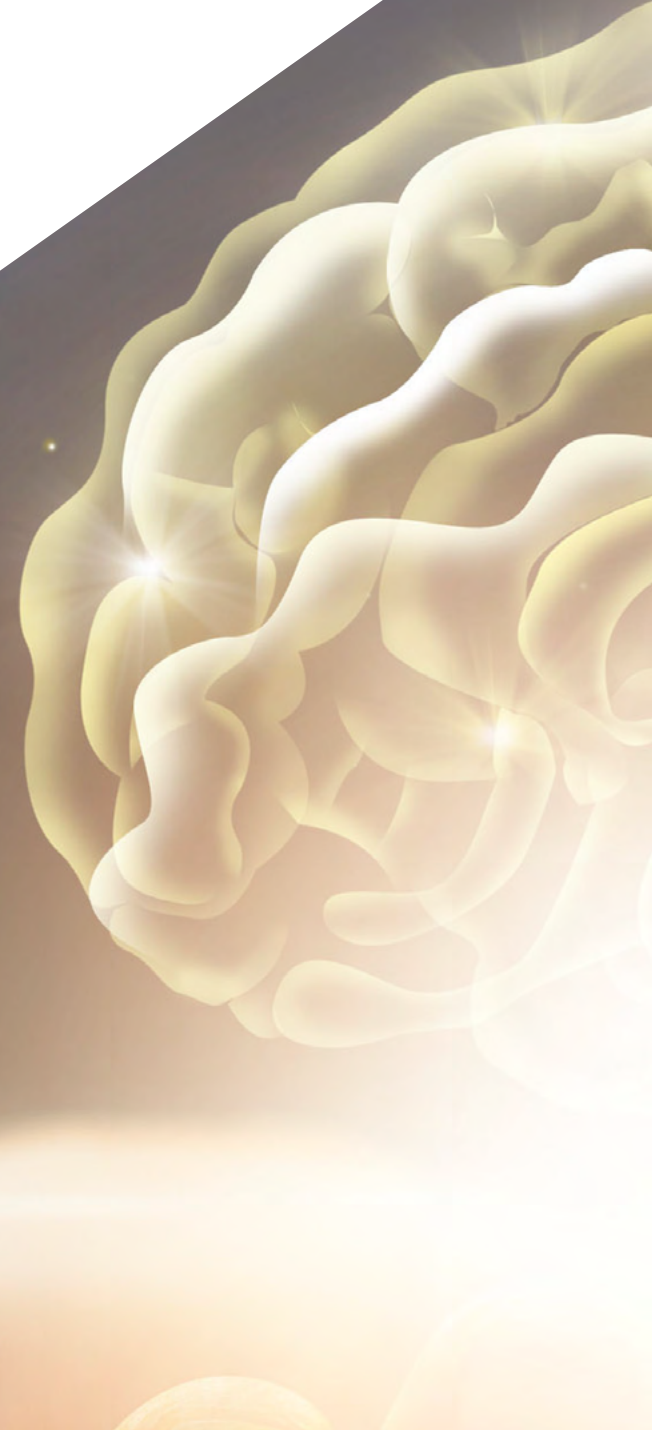
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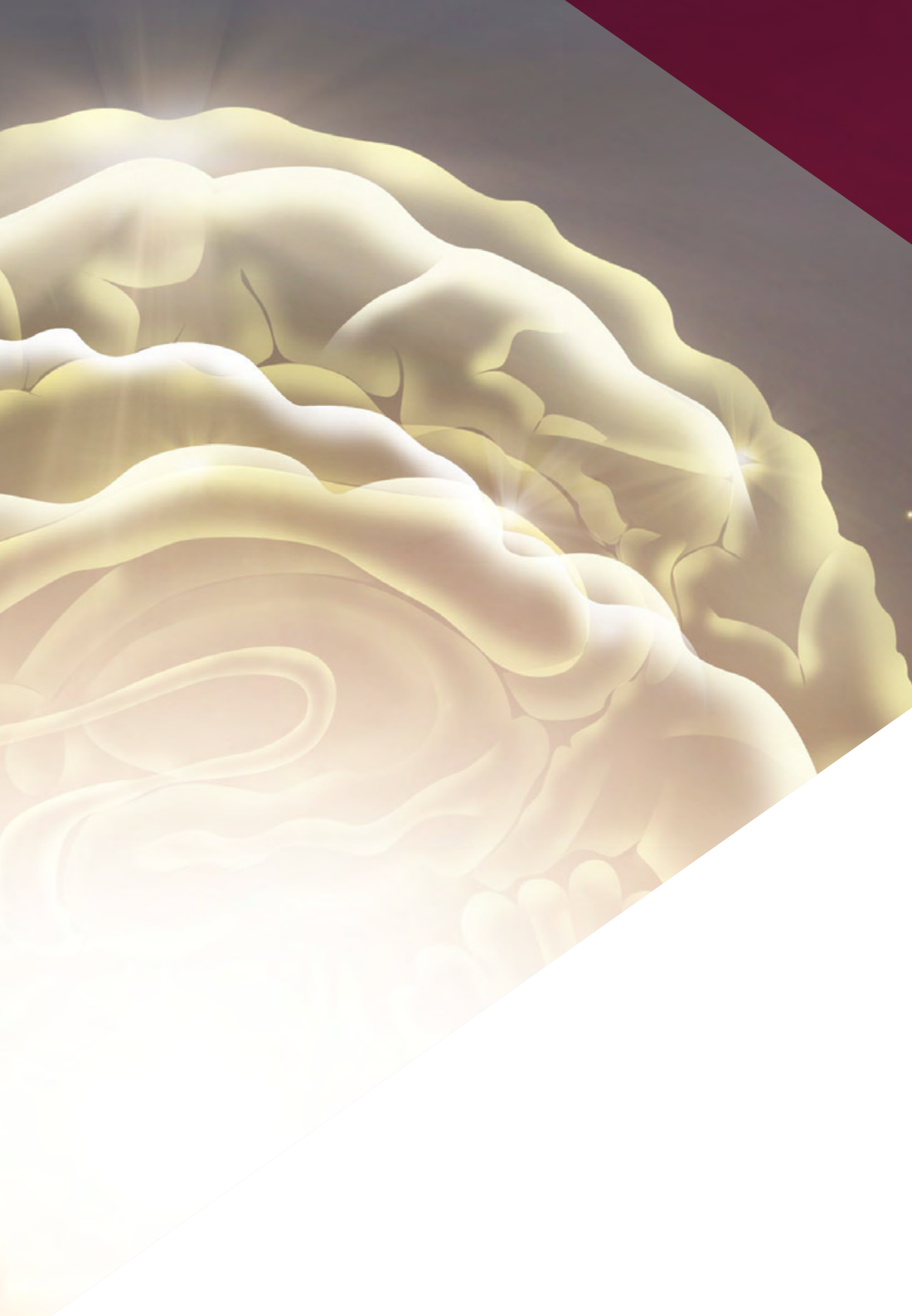
# 01

# Introduction

This elite program is aimed at consolidating knowledge while developing the techniques used in the field of General Health Psychology. After completing this program, you will be prepared to carry out effective assessments and interventions on aspects of people's behavior and activity that have an influence on the promotion and improvement of their general health.

Make the most of this opportunity and specialize in one of the most in-demand areas through this academic program, using the latest 100% online educational technology.





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*A deep and comprehensive dive  
into strategies and approaches  
in General Health Psychology”*



Psychologists play a fundamental role in healthcare when it comes to improving people's physical, mental and social well-being. Today, they are an essential component in resolving different psychological disorders.

This Professional Master's Degree provides extensive knowledge in advanced models and techniques to evaluate, diagnose and treat people from infancy to old age, including family groups and couples. For this, you will have a teaching faculty that stands out for its extensive professional experience in the different areas in which psychology has developed and in different sectors of the population.

Throughout this training program, the student will go through all the current approaches in the work carried out by health psychologists. The correct approach to psychological assessments and interviews; the implementation of psychological techniques for stress prevention or the assimilation of the different phases of the research process in Psychology. There will be some of the many topics of work and study that students will be able to integrate into their training with this comprehensive program.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to develop your passion for learning, helping you to analyze and to develop critical thinking skills.

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

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

- ♦ 100 practical case studies presented by experts in general health psychology
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for carrying out research
- ♦ New developments and innovations on research in the different fields of psychology
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Special emphasis on research 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



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

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*Access the deep knowledge of General Health Psychology and its multiple implications, in a complete program created to propel you to another professional level”*

It includes a very broad teaching staff made up of experts in psychology, who share their work experience in this program, as well as recognized specialists from leading communities and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive program designed to learn in real situations.

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

*Increase your confidence as a Healthcare Psychologist by updating your knowledge through this Professional Master's Degree.*

*This Professional Master's Degree makes the difference between a professional with a lot of knowledge and a professional who knows how to apply it in the daily practice of his profession.*



# 02

# Objectives

This program is aimed at healthcare psychologists, so that they can acquire the necessary tools to develop in the field, learning about the latest trends and delving into the issues that are at the forefront of this branch of knowledge. Researchers will only be able to carry out their objectives successfully if they are adequately prepared.







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*If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further. This training will give your career the boost it needs"*



## General Objective

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- ◆ Train professionals qualified for the practice of General Health Psychology, according to current legislation, in the ability to perform effective assessments and treatments in people's behavior and activity in order to promote and improve their general state of health



*A boost to your professional profile that will give you the competitiveness of the best prepared professionals in the labor market"*



## Specific Objectives

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### Module 1. Scientific and Professional Foundations of General Health Psychology

- ◆ Understand the definition and characteristics of Clinical and Health Psychology, its historical background and its relationship with other disciplines
- ◆ Provide a biopsychosocial perspective on health problems and comment on the theories that explain the relationship between psychological factors and health status
- ◆ Detail the different explanatory theories of stress and its impact on health and disease in individuals
- ◆ Understand the importance of interprofessional communication in General Health Psychology and detail how to carry it out in the health care settings in which it is most frequently performed
- ◆ Know the main models of psychopathology and the current classification systems and understand their usefulness for health psychology
- ◆ Describe what evidence-based clinical practice consists of, the benefits it provides, the methodology it uses, the skills needed to develop it, and its limitations and future challenges
- ◆ Discover how outcome assessment and evaluation of the therapeutic process is carried out
- ◆ Delve into the phases of the research process in psychology and the different research designs that can be used
- ◆ Present the main ways of applying new technologies to psychological treatment, as well as their main advantages and disadvantages

## Module 2. Assessment in General Health Psychology

- ◆ Identify the phases of the psychological assessment process and the different actions carried out by a General Health Psychologist in each of them
- ◆ Know the types of assessment techniques that exist in health psychology
- ◆ Describe the characteristics of psychological interviews, their stages and the peculiarities of the different types of interviews, especially the initial interview and the return interview
- ◆ Mention the main changes and controversies in the latest edition of the DSM
- ◆ Detail the assessment techniques necessary for problem identification and psychopathological diagnoses
- ◆ Understand the usefulness of a clinical formulation within the psychological assessment process, as well as the different formulation models that exist
- ◆ Know the most commonly used instruments for evaluating quality of life, lifestyles and stress
- ◆ Understand the characteristics of the most common chronic conditions and the most commonly used assessment tools for these problems
- ◆ Know the criteria for diagnosing the main mental and behavioral disorders
- ◆ Study the most commonly used assessment instruments for the main mental and behavioral disorders

## Module 3. General Health Psychology Skills and Techniques

- ◆ Understand the importance of the therapeutic relationship in the practice of health psychology and the factors that help to establish it
- ◆ Explain the different phases of the therapy process and the main obstacles that may be encountered in each one
- ◆ Know the skills necessary for practising General Health Psychology, especially communication and listening skills
- ◆ Mention the most feared scenarios of the therapy process and the most frequent mistakes made by psychologists and propose concrete strategies for dealing with them
- ◆ Possess working knowledge of the different therapeutic orientations in Psychology and acquire an attitude of respect towards the knowledge and techniques coming from each one of them
- ◆ Understand the contribution of psychodynamic, phenomenological-existential and humanistic models to General Health Psychology
- ◆ Understand the contribution of cognitive-behavioral, contextual, and systemic models to General Health Psychology and their main techniques
- ◆ Identify the benefits of positive psychology in promoting and improving individuals health status

#### **Module 4. Psychological Intervention in Childhood and Adolescence**

- ◆ Understand the peculiarities of psychological assessment with children and adolescents, as well as the therapist's skills to carry them out effectively
- ◆ Detail the most useful assessment instruments to use with children and adolescents, both for problem identification and clinical formulation
- ◆ Know the most frequent psychological problems in childhood and adolescence and describe their diagnostic criteria
- ◆ Study the course and prevalence of the main disorders in childhood and adolescence
- ◆ State the most commonly used assessment instruments for the main disorders in childhood and adolescence
- ◆ Explain the main psychological intervention techniques for children and adolescents with different mental and behavioral disorders
- ◆ Discuss the latest scientific evidence recommendations for treating mental and behavioral disorders in children and adolescents

#### **Module 5. Psychological Intervention in Adults**

- ◆ Describe the etiology, course, and prevalence of major mental and behavioral disorders in adults
- ◆ Know the most commonly used psychological intervention techniques for adult patients with mental disorders
- ◆ Discover the latest recommendations of scientific evidence for treating adults with different psychological problems
- ◆ Review the characteristics of the most important physical health problems and the psychological factors related to their onset and continuation
- ◆ Know the main psychological intervention techniques for patients with different physical health problems
- ◆ Present the latest recommendations from scientific evidence for the treatment of adults with different physical health problems

#### **Module 6. Psychological Intervention in the Elderly**

- ◆ Know the objectives of Psychogerontology and the fundamental concepts related to it
- ◆ Understand population aging and the different psychosocial models of aging
- ◆ Recognize the peculiarities and therapeutic skills necessary to carry out a psychological assessment and intervention in elderly patients
- ◆ Describe the most useful assessment instruments to use with elderly patients
- ◆ Study the transitions and life changes that occur in midlife and old age, as well as the therapeutic strategies that can be used to help patients adapt to them
- ◆ Describe the etiology, course, and prevalence of major mental disorders in the elderly
- ◆ Explain the main techniques of psychological intervention in older adults with different mental disorders, as well as the latest recommendations according to scientific evidence
- ◆ Explain the characteristics of different physical health problems in the elderly and the psychological factors related to them
- ◆ Present the main techniques of psychological intervention in older adults with physical health problems, as well as the latest recommendations according to scientific evidence
- ◆ Discuss what is meant by successful aging and psychological intervention techniques that can be used to promote it

#### **Module 7. Neuropsychological Assessment and Rehabilitation**

- ◆ Recognize the definition and objectives of Neuropsychology, as well as the fields of application and the relationship with General Health Psychology
- ◆ Explain the neuropsychological characteristics and consequences
- ◆ Identify the main causes of acquired brain damage and its repercussions at the neuropsychological level
- ◆ Explain the characteristics of neuropsychological assessment
- ◆ Understand the fundamentals of neuropsychological rehabilitation and the different aspects in which it can be applied

- ♦ Gain knowledge about the neuroanatomical basis of the main neuropsychological functions
- ♦ Gain knowledge about the main neuropsychological function disorders, as well as the most appropriate assessment and rehabilitation techniques for these problems

### **Module 8. Research Applied to Health Psychology**

- ♦ Understand the importance of research in the practice of health psychology
- ♦ Study the process of psychological research in depth
- ♦ Acquire the necessary skills to perform scientific information searches in Psychology
- ♦ Delve into the requirements for correctly carrying out a systematic review or meta-analysis
- ♦ Describe the rules and formats for the presentation of citations and bibliographic references in a scientific study
- ♦ Specify the characteristics of the main research designs
- ♦ Detail the most convenient data analysis techniques for each research design

### **Module 9. Couples Therapy**

- ♦ Know the fundamental psychological variables of couple relationships
- ♦ Understand the types of attachment, their development and influence on couple relationships in adulthood
- ♦ List the most frequent dysfunctions that occur in couples, as well as their consequences
- ♦ Teach students about the peculiarities of the evaluation interview in couples therapy and the special situations that may arise
- ♦ Study the main evaluation methods in couples therapy
- ♦ Detail the main techniques used in couples therapy
- ♦ Specify the characteristics of psychological intervention in different problems and couple dysfunctions

### **Module 10. Health Promotion and Prevention in Health Psychology**

- ♦ Apply concepts related to health prevention and promotion applied to individuals' physical and mental health
- ♦ Study the levels of prevention and preventive models applied to physical and mental health
- ♦ Discover the main psychological techniques for promoting health and preventing the main physical health problems
- ♦ Gain knowledge about the levels of prevention and preventive models applied to mental health
- ♦ Specify the main psychological techniques for preventing stress and promoting healthy lifestyles
- ♦ Teach the main psychological techniques for promoting health and preventing the main mental problems and disorders
- ♦ Identify the characteristics of prevention and health promotion in crises and emergencies

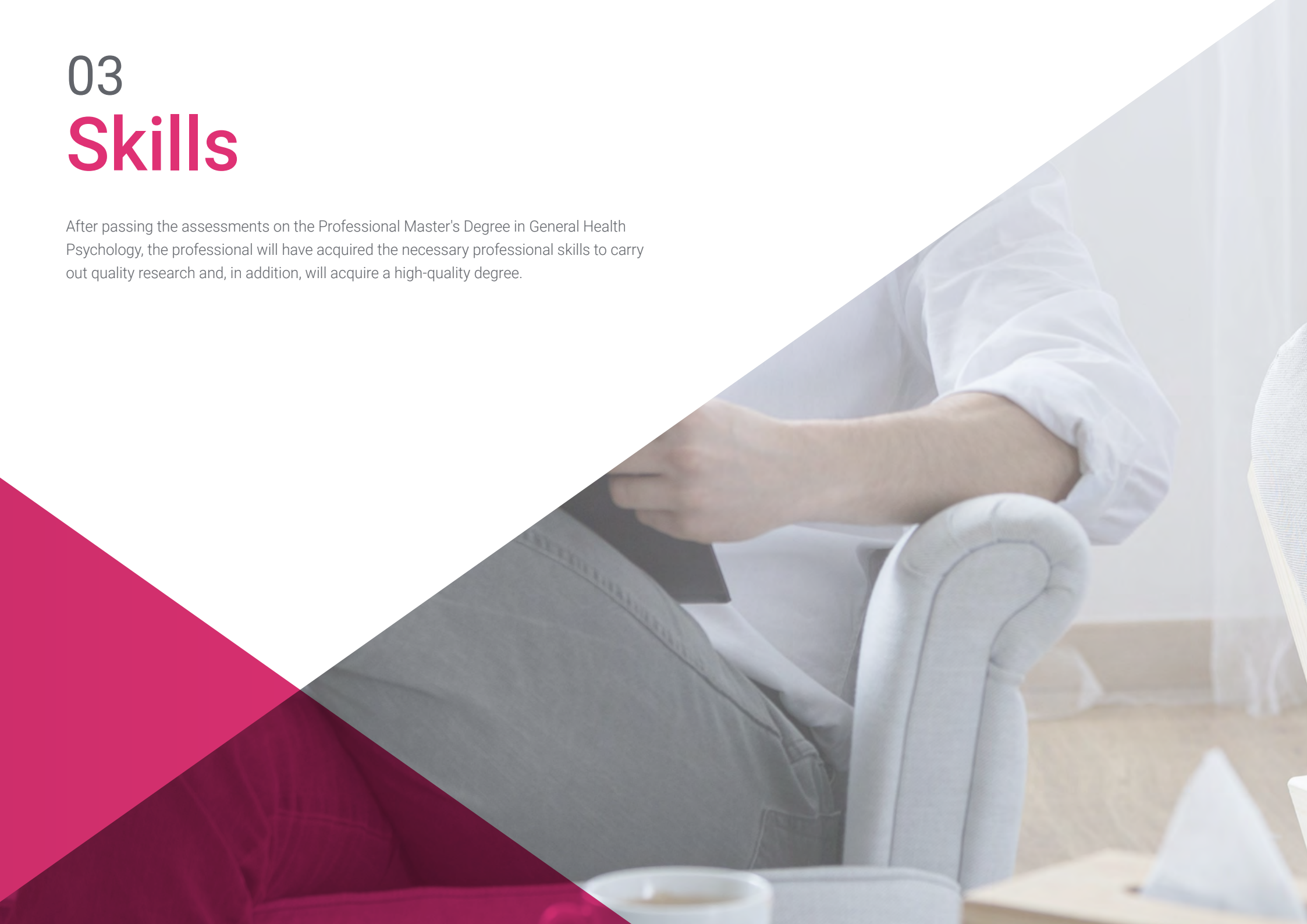
### **Module 11. Clinical Psychopharmacology**

- ♦ Study a brief history of psychopharmacology
- ♦ Establish the different definitions of psychopharmacology
- ♦ Delve into how psychotherapy and pharmacotherapy are integrated and what are their advantages and disadvantages
- ♦ Knowing the basics of pharmacokinetics
- ♦ Understand the fundamentals of pharmacodynamics
- ♦ Know the different terms used throughout history to refer to ADHD
- ♦ Learn the diagnostic criteria of the DSM-V
- ♦ Differentiate the subtypes of ADHD: hyperactive, inattentive and combined
- ♦ Know the neurobiological factors associated with ADHD
- ♦ Learn which are the most characteristic symptoms of ADHD
- ♦ Know the pharmacological treatment used in ADHD



# 03 Skills

After passing the assessments on the Professional Master's Degree in General Health Psychology, the professional will have acquired the necessary professional skills to carry out quality research and, in addition, will acquire a high-quality degree.



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





## General Skills

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- ◆ Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- ◆ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study
- ◆ Communicate your findings, knowledge and rationale to specialized and non-specialized audiences in a clear and unambiguous manner
- ◆ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

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*This program is aimed at all psychologists who want to achieve a high degree of specialization in the healthcare field”*





## Specific Skills

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- ◆ Gain an in-depth knowledge of the features of Clinical and Health Psychology
- ◆ Be able to identify the phases of the psychological evaluation process and the different actions carried out by a General Health Psychologist
- ◆ Apply the skills required for the practice of General Health Psychology, acquired with this program
- ◆ Be able to outline the most useful assessment tools to use with children and adolescents
- ◆ Apply the latest psychological intervention techniques in adult patients with mental disorders
- ◆ Recognize the peculiarities and therapeutic skills necessary to carry out a psychological assessment and intervention in elderly patients
- ◆ Know how to recognize the main causes of acquired brain injury and its repercussions at the neuropsychological level
- ◆ Possess the necessary skills to search for scientific information in psychology
- ◆ Know how to apply the main evaluation instruments in couples therapy
- ◆ Be able to identify the characteristics of health prevention and promotion in crises and emergencies



04

# Course Management

The entire program has been developed by a teaching staff comprising General Health Psychology specialists, with proven experience in psychological care and teaching. Therefore, the specialist is guaranteed access to knowledge developed by personnel who have first-hand experience of the reality of health psychology, reflecting their own methodology and effective approach throughout the program.







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*You will have a completely personalized tutoring to your own interests and concerns”*

## Management



### **Dr. Sánchez Padrón, Nuria Ester**

- ♦ Psychologist with experience in educational attention to children at risk, teaching and training
- ♦ Degree in Psychology from the University of La Laguna
- ♦ Master's Degree in General Health Psychology from the University of La Rioja
- ♦ Training in Emergency Psychological Care
- ♦ Training in Psychological Care in Penitentiary Institutions





05

# Structure and Content

The structure of the contents has been designed by a team of professionals in General Health Psychology, aware of the current relevance of training in order to delve into the area of knowledge and make publications of academic quality.



A young man with dark hair, wearing a white lab coat over a blue and red patterned shirt, is shown in profile, smiling and looking at a computer monitor. The background is a bright, slightly blurred office or laboratory setting. The image is partially overlaid by a large, diagonal magenta graphic element that extends from the top right towards the bottom left.

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



## Module 1. Scientific and Professional Foundations of General Health Psychology

- 1.1. Clinical and Health Psychology
  - 1.1.1. Historical Background
  - 1.1.2. Clinical Psychology
  - 1.1.3. Health Psychology
- 1.2. Health: Conceptualization and Models
  - 1.2.1. Conceptualization of Health
  - 1.2.2. Health Models
  - 1.2.3. Theories of Behavior and Health
- 1.3. Stress and Psychosocial Factors in the Health-Disease Process
  - 1.3.1. Theories of Stress
  - 1.3.2. Relationship between Stress and Disease
  - 1.3.3. Personality and Health
- 1.4. Interprofessional and Health Outcomes Communication
  - 1.4.1. Psychosocial Rehabilitation
  - 1.4.2. Health Care from the Community and Hospital Settings
  - 1.4.3. Results Communication
- 1.5. Diagnostic Classifications: Basic and Differential Aspects
  - 1.5.1. Concepts and Models in Psychopathology
  - 1.5.2. Diagnostic Classifications in Psychopathology
  - 1.5.3. New Classification Systems in Psychopathology
- 1.6. Fundamentals of Evidence-Based Clinical Practice and Evidence-Based Evaluation
  - 1.6.1. Introduction to Evidence-Based Clinical Practice
  - 1.6.2. Evidence-Based Clinical Practice Methodology
  - 1.6.3. Evidence-Based Psychology
- 1.7. Evidence-Based Psychological Treatments
  - 1.7.1. History of Effectiveness Evaluation
  - 1.7.2. Clinical Practice Guidelines
  - 1.7.3. Limitations and Challenges of Evidence-Based Treatments



- 1.8. Transdiagnostic Approach and Evaluation of Processes and Outcomes
  - 1.8.1. Transdiagnostic Approach
  - 1.8.2. Evaluation of Therapeutic Results
  - 1.8.3. Evaluation of Therapeutic Processes
- 1.9. Fundamentals of Research and New Technologies in Health Psychology
  - 1.9.1. Scientific Research in Psychology
  - 1.9.2. Research Designs
  - 1.9.3. Intervention through New Technologies
- 1.10. Scientific-Professional Resources for Healthcare Practice
  - 1.10.1. Criteria and Search in Systematic Reviews
  - 1.10.2. Study Selection and Data Extraction in Systematic Reviews
  - 1.10.3. Analysis of Results in Systematic Reviews

## Module 2. Assessment in General Health Psychology

- 2.1. Psychological Assessment Process
  - 2.1.1. Descriptive-Predictive Process
  - 2.1.2. Intervention-Assessment Process
- 2.2. Assessment Techniques in Health Psychology
  - 2.2.1. Features of Assessment Techniques
  - 2.2.2. Types of Assessment Techniques
- 2.3. The Interview as an Assessment Technique
  - 2.3.1. Conceptualization of the Psychological Interview
  - 2.3.2. Interview Process
- 2.4. Observation
  - 2.4.1. Observation Features
  - 2.4.2. Observation Process
- 2.5. Diagnosis in Health Psychology
  - 2.5.1. Features and Limitations of the DSM-5
  - 2.5.2. Assessment for Problem Identification
- 2.6. Clinical Formulation
  - 2.6.1. Clinical Case Formulation
  - 2.6.2. Functional Analysis (Conceptual and Empirical Foundations)
  - 2.6.3. Functional Analysis (Strategies)
- 2.7. Communication of Results in Health Psychology
  - 2.7.1. Return Interview
  - 2.7.2. Written Report
- 2.8. Quality of Life, Lifestyle and Stress Assessment
  - 2.8.1. Assessment of Quality of Life and the Intervention Process
  - 2.8.2. Lifestyle and Self-Efficacy for Health Assessment
  - 2.8.3. Stress Assessment
- 2.9. Assessment in Chronic Conditions
  - 2.9.1. Psychological Assessment in HIV
  - 2.9.2. Psychological Assessment in Chronic Pain
  - 2.9.3. Psychological Assessment in Oncology Patients
- 2.10. Assessment in Schizophrenia Spectrum Disorders
  - 2.10.1. Theoretical and Conceptual Aspects in the Assessment of Schizophrenia Spectrum Disorders
  - 2.10.2. Assessment Tools for Schizophrenia Spectrum Disorders
- 2.11. Assessment in Depressive and Bipolar Disorders
  - 2.11.1. Theoretical and Conceptual Aspects in the Assessment of Depressive and Bipolar Disorders
  - 2.11.2. Assessment Tools in Depressive and Bipolar Disorders
- 2.12. Assessment in Anxiety Disorders
  - 2.12.1. Theoretical and Conceptual Aspects in the Assessment of Anxiety Disorders
  - 2.12.2. Anxiety Disorders Assessment Tools
- 2.13. Assessment in Trauma-Related, Dissociative, Somatic Symptom and OCD Disorders
  - 2.13.1. Trauma-Related Disorders and Dissociative Disorders
  - 2.13.2. Somatic Symptom Disorders
  - 2.13.3. Obsessive-Compulsive Disorder and Related Disorders
- 2.14. Assessment of Eating, Sleep and Excretory System Disorders
  - 2.14.1. Eating Disorders
  - 2.14.2. Sleep Disorders
  - 2.14.3. Excretory System Disorders
- 2.15. Assessment in Sexual and Paraphilic Disorders
  - 2.15.1. Sexual Dysfunctions
  - 2.15.2. Paraphilic Disorders

- 2.16. Assessment in Addiction Disorders
  - 2.16.1. Diagnostic Criteria for Addictive Disorders
  - 2.16.2. Addictive Disorders Assessment Tools
  - 2.16.3. Personality Disorders

### Module 3. General Health Psychology Skills and Techniques

- 3.1. The Therapeutic Relationship and the Therapeutic Process
  - 3.1.1. Therapeutic Process
  - 3.1.2. Therapeutic Relationship
- 3.2. Basic Skills and Competencies for Health Psychologists
  - 3.2.1. Basic Skills for Therapists
  - 3.2.2. Characteristics of a Therapist
  - 3.2.3. General Health Psychologist Skills
- 3.3. Listening Skills
  - 3.3.1. Listening
  - 3.3.2. Listening Techniques
- 3.4. Verbal and Non-Verbal Communication
  - 3.4.1. Non-Verbal Communication
  - 3.4.2. Verbal Communication Techniques
- 3.5. Obstacles and Feared Scenarios in the Therapeutic Process
  - 3.5.1. Obstacles in Initiation and Assessment
  - 3.5.2. Obstacles in Implementing the Treatment
- 3.6. Most Frequent Errors Made by Psychologists
  - 3.6.1. Risk of Dual Relationship
  - 3.6.2. Other Obstacles in the Therapeutic Process
- 3.7. Psychotherapy and Therapeutic Components
  - 3.7.1. Models in Psychotherapy
  - 3.7.2. Integration in Psychotherapy
- 3.8. Contribution of Psychodynamic, Phenomenological-Existential, and Humanistic Models
  - 3.8.1. Psychodynamic Models
  - 3.8.2. Phenomenological-Existential and Humanistic Models

- 3.9. Behavioral Techniques
  - 3.9.1. Relaxation Techniques
  - 3.9.2. Exposure Techniques
  - 3.9.3. Operant Techniques
- 3.10. Cognitive Techniques
  - 3.10.1. Skills Training
  - 3.10.2. Cognitive Restructuring
- 3.11. Third Generation Therapies
  - 3.11.1. Therapies Based on Mindfulness
  - 3.11.2. Dialectical Behavior Therapy
  - 3.11.3. Behavioral Activation Therapy
  - 3.11.4. Functional Analytic Psychotherapy
- 3.12. Group Intervention and Family Therapy
  - 3.12.1. Group Intervention
  - 3.12.2. Family Therapy
- 3.13. Positive Psychology
  - 3.13.1. Positive Psychology: Concepts
  - 3.13.2. Positive Psychology: Techniques
- 3.14. Health Psychology
  - 3.14.1. Prevention and Health Promotion
  - 3.14.2. Counseling

### Module 4. Psychological Intervention in Childhood and Adolescence

- 4.1. Fundamentals of Child and Adolescent Assessment
  - 4.1.1. Peculiarities of Psychological Assessment in Children and Adolescents
  - 4.1.2. Assessment Tools
  - 4.1.3. Obstacles to Interviewing Children and Adolescents
- 4.2. Intervention in Autism Spectrum Disorders
  - 4.2.1. Autism Spectrum Disorders: Etiology, Course, and Prevalence
  - 4.2.2. Autism Spectrum Disorders: Assessment Tools
  - 4.2.3. Autism Spectrum Disorders: Scientific Evidence
  - 4.2.4. Autism Spectrum Disorders: Psychological Intervention Techniques



- 4.3. Attention Deficit Hyperactivity Disorder Intervention
  - 4.3.1. Attention Deficit Hyperactivity Disorder: Etiology, Course, and Prevalence
  - 4.3.2. Attention Deficit Hyperactivity Disorder: Assessment Tools
  - 4.3.3. Attention Deficit Hyperactivity Disorder: Scientific Evidence
  - 4.3.4. Attention Deficit Hyperactivity Disorder: Psychological Intervention Techniques
- 4.4. Intervention in Child and Adolescent Depression
  - 4.4.1. Child and Adolescent Depression: Etiology, Course, and Prevalence
  - 4.4.2. Child and Adolescent Depression: Assessment Tools
  - 4.4.3. Child and Adolescent Depression: Scientific Evidence
  - 4.4.4. Child and Adolescent Depression: Psychological Intervention Techniques
- 4.5. Intervention in Child and Adolescent Anxiety
  - 4.5.1. Child and Adolescent Anxiety: Etiology, Course, and Prevalence
  - 4.5.2. Child and Adolescent Anxiety: Scientific Evidence
  - 4.5.3. Child and Adolescent Anxiety: Behavioral Techniques
  - 4.5.4. Child and Adolescent Anxiety: Cognitive Techniques
- 4.6. Intervention in Trauma-Related Disorders in Children and Adolescents
  - 4.6.1. Trauma-Related Disorders in Children and Adolescents: Etiology, Course and Prevalence
  - 4.6.2. Trauma-Related Disorders in Children and Adolescents: Scientific Evidence
  - 4.6.3. Trauma-Related Disorders in Children and Adolescents: Psychological Intervention Techniques
- 4.7. Intervention in Eating Disorders in Children and Adolescents
  - 4.7.1. Eating Disorders in Children and Adolescents: Etiology, Course and Prevalence
  - 4.7.2. Eating Disorders in Children and Adolescents: Scientific Evidence
  - 4.7.3. Eating Disorders in Children and Adolescents: Psychological Intervention Techniques
- 4.8. Intervention in Excretory System Disorders
  - 4.8.1. Excretory System Disorders: Etiology, Course and Prevalence
  - 4.8.2. Excretory System Disorders: Scientific Evidence
  - 4.8.3. Excretory System Disorders: Psychological Intervention Techniques



- 4.9. Intervention in Behavioral Disorders
  - 4.9.1. Behavioral Disorders: Etiology, Course and Prevalence
  - 4.9.2. Behavioral Disorders: Assessment Tools
  - 4.9.3. Behavioral Disorders: Empirical Evidence
  - 4.9.4. Behavioral Disorders: Intervention Techniques
- 4.10. Intervention in Substance Use Disorders in Children and Adolescents
  - 4.10.1. Substance Use Disorders: Etiology, Course and Prevalence in Childhood and Adolescence
  - 4.10.2. Substance Use Disorders: Scientific Evidence
  - 4.10.3. Substance Use Disorders: Intervention Techniques

### Module 5. Psychological Intervention in Adults

- 5.1. Psychological Intervention in Psychotic Disorders
  - 5.1.1. Psychotic Disorders: Etiology, Course, and Prevalence
  - 5.1.2. Psychotic Disorders: Scientific Evidence
  - 5.1.3. Psychotic Disorders: Psychological Intervention Techniques
- 5.2. Psychological Intervention in Depressive and Bipolar Disorders
  - 5.2.1. Intervention in Depressive Disorders
    - 5.2.1.1. Depressive Disorders: Etiology, Course, and Prevalence
    - 5.2.1.2. Depressive Disorders: Scientific Evidence
    - 5.2.1.3. Depressive Disorders: Psychological Intervention Techniques
  - 5.2.2. Intervention in Bipolar Disorder
    - 5.2.2.1. Bipolar Disorder: Etiology, Course, and Prevalence
    - 5.2.2.2. Bipolar Disorder: Scientific Evidence
    - 5.2.2.3. Bipolar Disorder: Psychological Intervention Techniques
- 5.3. Psychological Intervention in Anxiety Disorders
  - 5.3.1. Anxiety Disorders: Etiology, Course, and Prevalence
  - 5.3.2. Anxiety Disorders: Scientific Evidence
  - 5.3.3. Anxiety Disorders: Psychological Intervention Techniques
- 5.4. Psychological Intervention in OCD, PTSD and Related Disorders
  - 5.4.1. Intervention in OCD and Related Disorders
  - 5.4.2. Intervention in PTSD and Related Disorders

- 5.5. Psychological Intervention in Eating Disorders
  - 5.5.1. Eating Disorders: Etiology, Course and Prevalence
  - 5.5.2. Eating Disorders: Scientific Evidence
  - 5.5.3. Eating Disorders: Psychological Intervention Techniques
- 5.6. Psychological Intervention in Sleep Disorders
  - 5.6.1. Sleep Disorders: Etiology, Course and Prevalence
  - 5.6.2. Sleep Disorders: Scientific Evidence
  - 5.6.3. Sleep Disorders: Psychological Intervention Techniques
- 5.7. Psychological Intervention in Sexual Dysfunctions
  - 5.7.1. Sexual Dysfunctions: Etiology, Course and Prevalence
  - 5.7.2. Sexual Dysfunctions: Scientific Evidence
  - 5.7.3. Sexual Dysfunctions: Psychological Intervention Techniques
- 5.8. Psychological Intervention in Addictive Disorders
  - 5.8.1. Addictive Disorders: Etiology, Course and Prevalence
  - 5.8.2. Addictive Disorders: Scientific Evidence
  - 5.8.3. Addictive Disorders: Psychological Intervention Techniques
- 5.9. Psychological Intervention in Personality Disorders
  - 5.9.1. Personality Disorders: Etiology, Course and Prevalence
  - 5.9.2. Personality Disorders: Scientific Evidence
  - 5.9.3. Personality Disorders: Psychological Intervention Techniques
- 5.10. Psychological Intervention in Physical Health Problems
  - 5.10.1. Physical Health Problems: Etiology, Course and Prevalence
  - 5.10.2. Physical Health Problems: Scientific Evidence
  - 5.10.3. Physical Health Problems: Psychological Intervention Techniques

### Module 6. Psychological Intervention in the Elderly

- 6.1. Psychogerontology
  - 6.1.1. Introduction to Psychogerontology
  - 6.1.2. Aging Population
  - 6.1.3. Psychosocial Models of Aging
  - 6.1.4. Therapeutic Skills for Assessment and Intervention in the Elderly
- 6.2. Transitions and Life Changes in Middle Age and Old Age
  - 6.2.1. Transitions and Life Changes: Features
  - 6.2.2. Transitions and Life Changes: Intervention Techniques

- 6.3. Intervention in Depressive Disorders in the Elderly
  - 6.3.1. Depressive Disorders in the Elderly: Etiology, Course, and Prevalence
  - 6.3.2. Depressive Disorders in the Elderly: Empirical Evidence
  - 6.3.3. Depressive Disorders in the Elderly: Psychological Intervention Techniques
- 6.4. Intervention in Anxiety Disorders in the Elderly
  - 6.4.1. Anxiety Disorders in the Elderly: Etiology, Course and Prevalence
  - 6.4.2. Anxiety Disorders in the Elderly: Empirical Evidence
  - 6.4.3. Anxiety Disorders in the Elderly: Psychological Intervention Techniques
- 6.5. Intervention in Sleep Disorders in the Elderly
  - 6.5.1. Sleep Disorders in the Elderly: Etiology, Course and Prevalence
  - 6.5.2. Sleep Disorders in the Elderly: Empirical Evidence
  - 6.5.3. Sleep Disorders in the Elderly: Psychological Intervention Techniques
- 6.6. Intervention in Neurocognitive Disorders in the Elderly
  - 6.6.1. Neurocognitive Disorders: Etiology, Course and Prevalence
  - 6.6.2. Neurocognitive Disorders: Empirical Evidence
  - 6.6.3. Neurocognitive Disorders: Psychological Intervention Techniques
- 6.7. Intervention in Chronic Pain in the Elderly
  - 6.7.1. Chronic Pain in the Elderly: Etiology, Course and Prevalence
  - 6.7.2. Chronic Pain in the Elderly: Empirical Evidence
  - 6.7.3. Chronic Pain in the Elderly: Psychological Intervention Techniques
- 6.8. Intervention in Family Care for the Elderly
  - 6.8.1. Elderly Care: Physical Psychological and Social Consequences
  - 6.8.2. Elderly Care: Psychological Intervention Techniques
- 6.9. Intervention in Nursing Homes
  - 6.9.1. Nursing Homes for the Elderly: Features and Problems
  - 6.9.2. Nursing Homes for the Elderly: Psychological Intervention Techniques
- 6.10. Promoting Successful Aging
  - 6.10.1. Successful Aging: Definition and Models
  - 6.10.2. Successful Aging: Psychological Intervention Techniques

## Module 7. Neuropsychological Evaluation and Rehabilitation

- 7.1. Introduction to Neuropsychology
  - 7.1.1. Neuropsychology
    - 7.1.1.1. Neuropsychology: Definition and Objective
    - 7.1.1.2. Neuropsychology: Fields of Application and its Relationship with General Health Psychology
  - 7.1.2. Neuropsychological Assessment and Rehabilitation
    - 7.1.2.1. Neuropsychological Assessment
    - 7.1.2.3. Neuropsychological Rehabilitation
- 7.2. Acquired Brain Injury
  - 7.2.1. Cranioencephalic Trauma
  - 7.2.2. Cerebrovascular Accidents
  - 7.2.3. Other Causes of Acquired Brain Injury
- 7.3. Neuropsychology of Attention and Memory
  - 7.3.1. Neuropsychology of Attention
    - 7.3.1.1. Neuropsychology of Attention: Neuroanatomical Principles
    - 7.3.1.2. Neuropsychology of Attention: Disorders and Assessment Techniques
    - 7.3.1.3. Neuropsychology of Attention: Rehabilitation
  - 7.3.2. Neuropsychology of Memory
    - 7.3.2.1. Neuropsychology of Memory: Neuroanatomical Principles
    - 7.3.2.2. Neuropsychology of Memory: Disorders and Assessment Techniques
    - 7.3.2.3. Neuropsychology of Memory: Rehabilitation
- 7.4. Neuropsychology of Language
  - 7.4.1. Neuropsychology of Language: Neuroanatomical Principles
  - 7.4.2. Neuropsychology of Language: Disorders and Assessment Techniques
  - 7.4.3. Neuropsychology of Language: Rehabilitation

- 7.5. Neuropsychology of Apraxia and Agnosia
  - 7.5.1. Neuropsychology of Apraxia and Agnosia: Neuroanatomical Principles
  - 7.5.2. Neuropsychology of Apraxia and Agnosia: Disorders and Assessment Techniques
  - 7.5.3. Neuropsychology of Apraxia and Agnosia: Rehabilitation
- 7.6. Neuropsychology of Executive Functions
  - 7.6.1. Neuropsychology of Executive Functions: Neuroanatomical Principles
  - 7.6.2. Neuropsychology of Executive Functions: Disorders and Assessment Techniques
  - 7.6.3. Neuropsychology of Executive Functions: Rehabilitation
- 7.7. Behavioral Neuropsychology
  - 7.7.1. Neuropsychology of Behavior: Neuroanatomical Principles
  - 7.7.2. Neuropsychology of Behavior: Disorders and Assessment Techniques
  - 7.7.3. Neuropsychology of Behavior: Rehabilitation
- 7.8. Child Neuropsychology
  - 7.8.1. Child Neuropsychology: Neuroanatomical Principles
  - 7.8.2. Child Neuropsychology: Disorders and Assessment Techniques
  - 7.8.3. Child Neuropsychology: Rehabilitation
- 7.9. Neuropsychology of Neurodegenerative Disorders
  - 7.9.1. Neuropsychology of Neurodegenerative Disorders: Neuroanatomical Principles
  - 7.9.2. Neuropsychology of Neurodegenerative Disorders: Disorders and Assessment Techniques
  - 7.9.3. Neuropsychology of Neurodegenerative Disorders: Rehabilitation
- 7.10. Neuropsychology and Mental Health Disorders
  - 7.10.1. Mental Health Disorders: Neuroanatomical Principles
  - 7.10.2. Mental Health Disorders: Disorders and Neuropsychological Assessment Techniques
  - 7.10.3. Mental Health Disorders: Neuropsychological Rehabilitation

## Module 8. Research Applied to Health Psychology

- 8.1. Scientific Research
  - 8.1.1. Research in Psychology
  - 8.1.2. Research Process
  - 8.1.3. Research Designs
    - 8.1.3.1. Manipulative Strategy Designs
    - 8.1.3.2. Non-Manipulative Strategy Designs
- 8.2. Search for Scientific Information
  - 8.2.1. Information Sources
  - 8.2.2. Search Strategy
  - 8.2.3. Other Aspects of the Search Process
- 8.3. Systematic Reviews: Data Selection and Extraction Process
  - 8.3.1. Selection Process
    - 8.3.1.1. Study Selection
    - 8.3.1.2. Other Aspects of the Selection Process
  - 8.3.2. Data Extraction
    - 8.3.2.1. Data Extraction: Data to Be Extracted and Sources
    - 8.3.2.2. Data Extraction: Extraction Process
- 8.4. Systematic Reviews: Risk of Bias Assessment
  - 8.4.1. Sources and Dimensions of Bias
  - 8.4.2. Risk of Bias within Studies
  - 8.4.3. Risk of Bias across Studies
- 8.5. Meta-Analysis
  - 8.5.1. Measuring the Effect
  - 8.5.2. Summary of Effects across Studies
  - 8.5.3. Heterogeneity

- 8.6. Scientific Report and Bibliographic References
  - 8.6.1. Requirements and Sections of a Scientific Report
  - 8.6.2. Referencing Styles
  - 8.6.3. Citing and Referencing with APA Standards
- 8.7. Experimental Designs
  - 8.7.1. Cross-Group Experimental Designs
    - 8.7.1.1. Cross-Group Experimental Designs: Features and Types
    - 8.7.1.2. Cross-Group Experimental Designs: Data Analysis Techniques
  - 8.7.2. Intrasubject Experimental Designs
    - 8.7.2.1. Intrasubject Experimental Designs: Features and Types
    - 8.7.2.2. Intrasubject Experimental Designs: Data Analysis Techniques
- 8.8. Factorial Designs
  - 8.8.1. Ex Post Facto Designs: Features and Types
  - 8.8.2. Ex Post Facto Designs: Data Analysis Techniques
- 8.9. Quasi-Experimental Designs
  - 8.9.1. Ex Post Facto Designs: Features and Types
  - 8.9.2. Ex Post Facto Designs: Data Analysis Techniques
- 8.10. Other Research Designs
  - 8.10.1. Single Case Designs
    - 8.10.1.1. Single Case Designs: Features and Types
    - 8.10.1.2. Single Case Designs: Data Analysis Techniques
  - 8.10.2. Ex Post Facto Designs
    - 8.10.2.1. Ex Post Facto Designs: Features and Types
    - 8.10.2.2. Ex Post Facto Designs: Data Analysis Techniques
  - 8.10.3. Qualitative Research
    - 8.10.3.1. Qualitative Research: Features
    - 8.10.3.2. Qualitative Research: Types

## Module 9. Couples Therapy

- 9.1. Introduction to Couples Therapy
  - 9.1.1. Characteristics of Couple Relationships
  - 9.1.2. Evolutionary Cycle of a Couple
  - 9.1.3. Partner Selection Process
  - 9.1.4. Components of the Couple Relationship
  - 9.1.5. Couples Crisis
- 9.2. Types of Attachment and Intimate Relationships
  - 9.2.1. Types of Attachment
    - 9.2.1.1. Types of Attachment: Definition and Influence on Couple Relationships
    - 9.2.1.2. Types of Attachment: Assessment
  - 9.2.2. Intimate Relationships and Associated Dysfunctions
    - 9.2.2.1. Differences between Healthy and Dysfunctional Couples
    - 9.2.2.2. Dysfunctions in Couples
- 9.3. Intimate Relationships and Associated Dysfunctions
  - 9.3.1. Differences between Healthy and Dysfunctional Couples
  - 9.3.2. Dysfunctions in Couples
- 9.4. Domestic Violence
  - 9.4.1. Domestic Violence: Features
  - 9.4.2. Domestic Violence: Intervention with Victims
  - 9.4.3. Domestic Violence: Intervention with Abusers
- 9.5. Substance Abuse in Couples
  - 9.5.1. Substance Abuse in Couples: Features
  - 9.5.2. Substance Abuse in Couples: Intervention



- 9.6. Ending the Relationship
  - 9.6.1. Coping with a Partner's Illness and Death
    - 9.6.1.1. Illness and Death of a Partner: Features
    - 9.6.1.2. Illness and Death of a Partner: Intervention
  - 9.6.2. Separation Processes
    - 9.6.2.1. Separation Processes: Features and Repercussions
    - 9.6.2.2. Separation Processes: Psychological Intervention
- 9.7. Jealousy and Infidelity
  - 9.7.1. Jealousy: Features and Intervention
  - 9.7.2. Infidelity: Features and Intervention
- 9.8. Assessment in Couples Therapy
  - 9.8.1. Interview in Couples Therapy
    - 9.8.1.1. Assessment Interview in Couples Therapy
    - 9.8.1.2. Obstacles in the Interview in Couples Therapy
  - 9.8.2. Assessment Tools in Couples Therapy
    - 9.8.2.1. Assessment of Communication in Couples Therapy
    - 9.8.2.2. Assessment of the Family Environment in Couples Therapy
    - 9.8.2.3. Assessment of Partner Satisfaction and Dyadic Adjustment
    - 9.8.2.4. Assessment of Other Relevant Variables in Couples Counseling
- 9.9. Couples Therapy: Intervention Strategies I
  - 9.9.1. Couples Therapy: Types of Therapy
  - 9.9.2. Couples Therapy: Empirical Evidence
- 9.10. Couples Therapy: Intervention Strategies II
  - 9.10.1. Techniques to Encourage Assertiveness and Emotional Expression
  - 9.10.2. Techniques to Encourage Negotiation Strategies and Improve the Emotional Climate
- 9.11. Infertility in Couples and Adoption
  - 9.11.1. Infertility in Couples: Features and Intervention
  - 9.11.2. Adoption: Features and Intervention



**Module 10. Health Promotion and Prevention in Health Psychology**

- 10.1. Health Promotion and Prevention
  - 10.1.1. Health Promotion and Prevention: Concepts
  - 10.1.2. Health Promotion and Prevention: Models
- 10.2. Health Promotion and Prevention of Obesity
  - 10.2.1. Prevention of Obesity
  - 10.2.2. Health Promotion in Obesity
- 10.3. Health Promotion and Prevention in Cardiovascular Health
  - 10.3.1. Prevention of Cardiovascular Problems
  - 10.3.2. Promotion of Cardiovascular Health
- 10.4. Health Promotion and Prevention in Gastrointestinal Health
  - 10.4.1. Prevention of Gastrointestinal Problems
  - 10.4.2. Gastrointestinal Health Promotion
- 10.5. Health Promotion and Prevention in Pain
  - 10.5.1. Pain Prevention
  - 10.5.2. Health Promotion in People with Pain
- 10.6. Health Promotion and Prevention in Cancer Patients
  - 10.6.1. Cancer Prevention
  - 10.6.2. Health Promotion in People with Cancer
- 10.7. Stress and Lifestyle Prevention and Intervention
  - 10.7.1. Preventing the Effects of Stress
  - 10.7.2. Promoting Healthy Lifestyles
- 10.8. Health Promotion and Prevention in Sleep
  - 10.8.1. Prevention of Sleep Disorders
  - 10.8.2. Health Promotion in People with Sleep Disorders
- 10.9. Prevention of Anxiety Problems

**Module 11. Clinical Psychopharmacology**

- 11.1. Introduction to Clinical Psychopharmacology
- 11.2. Principles of Pharmacotherapy
- 11.3. Adherence to Treatment and Management of Side Effects
- 11.4. Psychopharmacology in ADHD
- 11.5. Pharmacotherapy for Schizophrenia and Psychotic Disorders
- 11.6. Pharmacotherapy for Depression
- 11.7. Pharmacotherapy for Bipolar Disorder
- 11.8. Pharmacotherapy for Anxiety Disorders
- 11.9. Pharmacotherapy for Pain and Somatic Syndromes
- 11.10. Pharmacotherapy for Addiction



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

06

# Methodology

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

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





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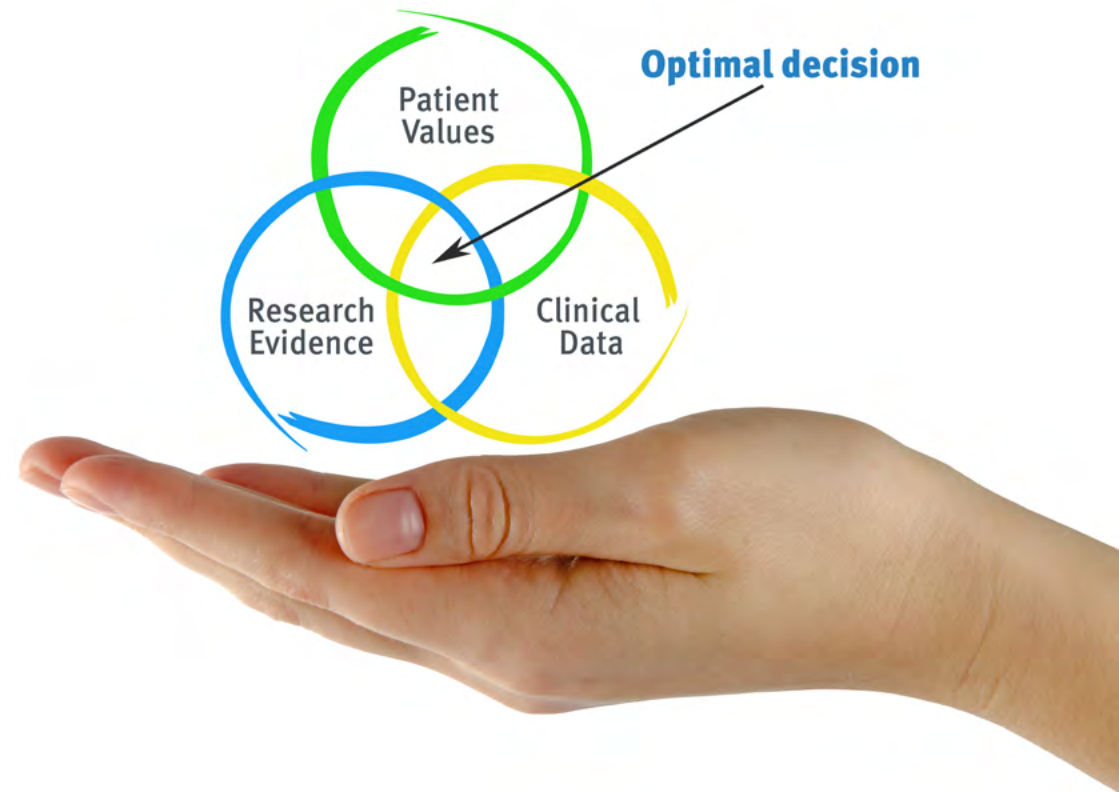
*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*



## 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.

“

*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 relearn). 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 General Health Psychology guarantees you, in addition to the most rigorous and updated training, 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”*



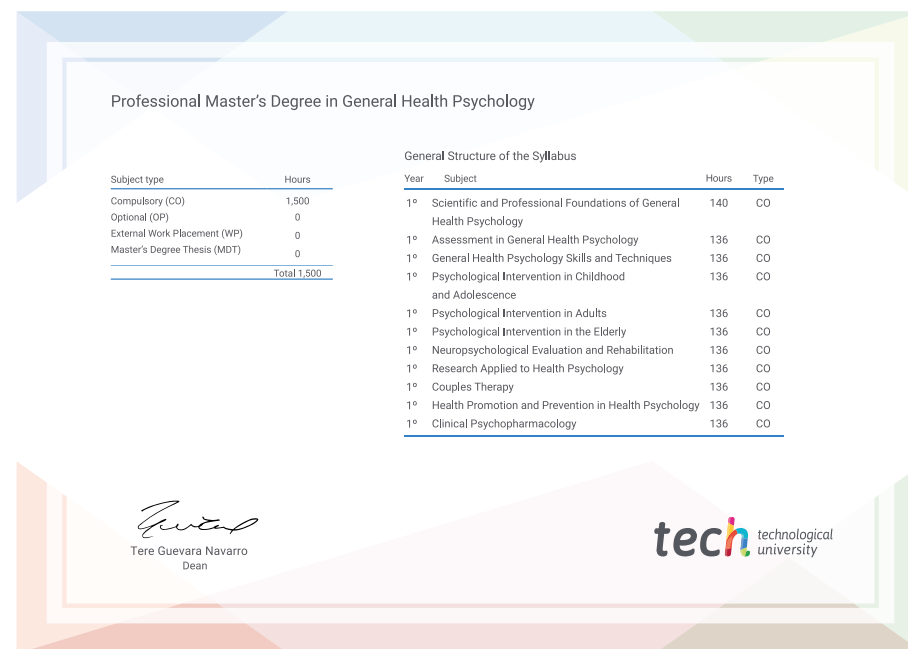
This **Professional Master's Degree in General Health Psychology** contains the most complete and up-to-dated program on the market.

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 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 General Health Psychology**

Official N° of hours: **1,500 h.**



\*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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education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development language  
classroom



Professional Master's  
Degree

General Health  
Psychology

Course Modality: Online

Duration: 12 months

Certificate: TECH Technological University

Official N° of hours: 1,500 h.

# Professional Master's Degree

## General Health Psychology