Professional Master's Degree
General Health Psychology

Accreditation/Membership

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

tech global university

Professional Master's Degree
General Health Psychology

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

Website: **www.techtitute.com/us/psychology/professional-master-degree/master-general-health-psychology**

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Introduction to the Program

General Health Psychology plays a crucial role in improving individuals' quality of life by providing effective interventions for treating various psychological issues. Since its formalization as a specialty within psychology, its field of action has grown significantly, covering everything from managing common mental disorders to offering support during crises and promoting overall well-being. As a result, experts need up-to-date knowledge about the most effective therapeutic approaches and intervention tools that enable personalized care. To meet this demand, TECH has designed this innovative 100% online postgraduate program that covers all aspects of General Health Psychology.
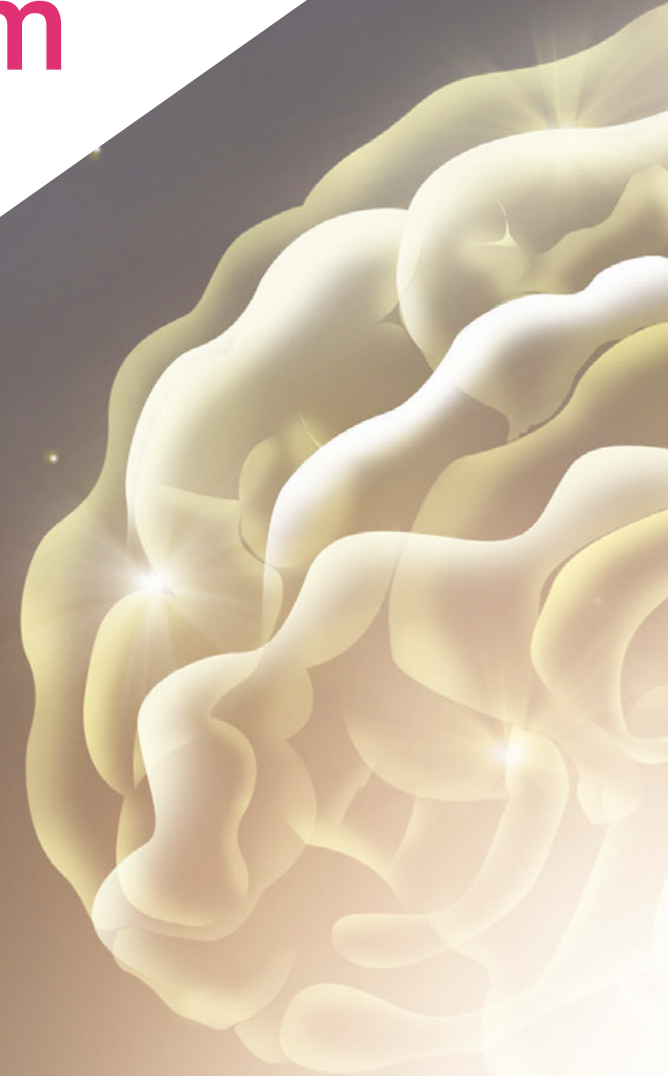
An exhaustive and 100% online program, exclusive to TECH, with an international perspective supported by our affiliation with the European Association of Applied Psychology"

The role of the health psychologist is essential in addressing the challenges that affect individuals' mental, emotional, and social well-being. In a context where psychological demands have increased, their work has become a key tool in the prevention, diagnosis, and intervention of multiple disorders. In fact, this professional not only addresses symptoms but also actively promotes overall well-being, adapting their interventions to each stage of the life cycle and individual context.

In light of this, this Professional Master's Degree in General Health Psychology designed by TECH becomes the best opportunity to acquire up-to-date, practical competencies within the clinical and healthcare field. Through a fully up-to-date syllabus, a comprehensive journey will be offered, from childhood to old age, addressing individual clinical situations and complex dynamics such as those in relationships. With an eminently applied approach, professionals will be able to work with diagnostic evaluation models, therapeutic techniques, and high-efficacy prevention strategies.

Moreover, this program will be taught entirely online, allowing psychologists to plan their own learning schedules for a completely efficient updating process. Additionally, professionals will have access to a wide variety of multimedia resources aimed at fostering a dynamic and natural learning experience. To access the Virtual Campus, all that is needed is a device with internet access. In this same line, graduates will receive support from an experienced faculty team, who will answer any questions that may arise during their academic journey.

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

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

- The development of practical cases 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 professional practice

- Practical exercises where self-assessment can be used to improve learning

- Special emphasis on innovative methodologies in General Health Psychology

- 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

"

Through the best educational materials, you will master comprehensive and precise psychodiagnostic evaluations for the early identification of common Psychological Disorders"

You will be highly prepared to intervene in conditions such as Anxiety, Depression, and even Mood Disorders.

"

You will design therapeutic interventions based on scientific and personalized models, adapting strategies to the individual needs of the patient"

A syllabus grounded in the revolutionary Relearning methodology, which will help you effectively consolidate complex concepts.

The program includes faculty members who are professionals in General Health Psychology, bringing their work experience to this program, as well as recognized specialists from renowned 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 an immersive learning experience designed to prepare for real-life situations.

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

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.

Study at the world's largest online university and guarantee your professional success. The future starts at TECH"

The world's best online university, according to FORBES

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

The best top international faculty

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

The world's largest online university

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

Forbes
The best online university in the world

The most complete **syllabus**

TOP international faculty

The most effective methodology

World's No.1 The World's largest online university
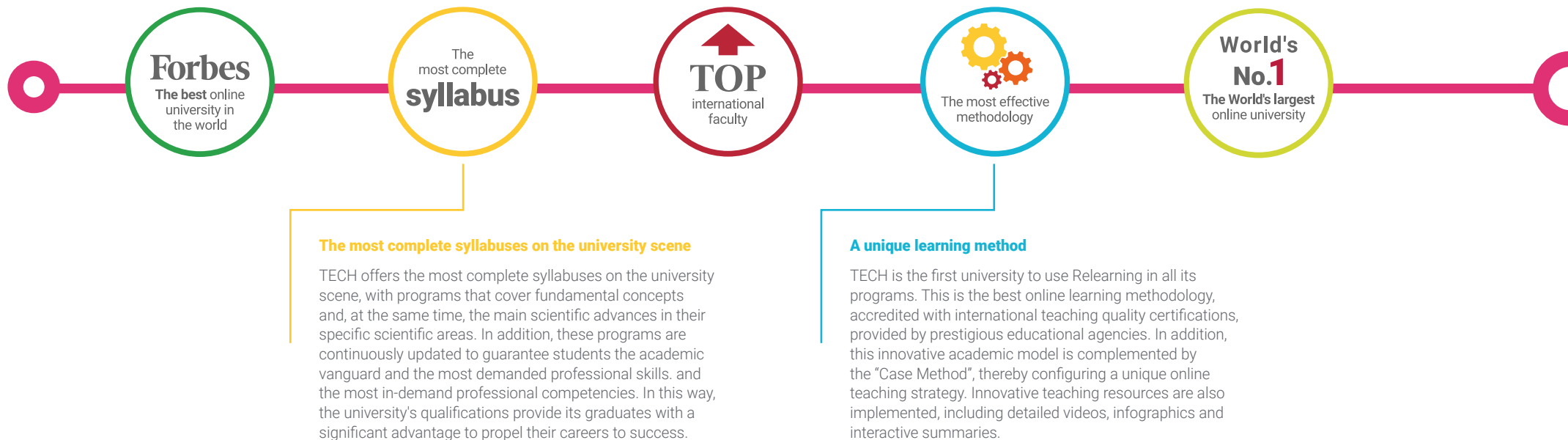
The most complete syllabuses on the university scene

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

A unique learning method

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

The official online university of the NBA

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

Leaders in employability

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

G Google Partner
PREMIER 2025

The Official Online University of the **NBA**

4.9/5 ★★★★★ global score

99% maximun employability guaranteed

Google Premier Partner

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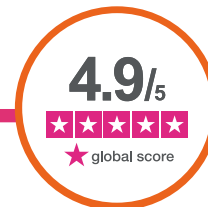
The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.
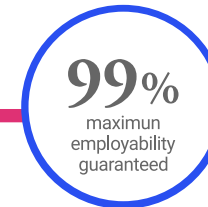
03

Syllabus

This Professional Master's Degree will provide a comprehensive overview of mental health assessment, intervention, and research, integrating updated scientific-based content. The syllabus covers clinical and psychopathological fundamentals to advanced neuropsychological rehabilitation techniques and evidence-based psychotherapy. In addition, it includes modules dedicated to childhood, elderly care, couples, and health prevention, allowing for practical and comprehensive specialization. Thanks to its applied approach, graduates will be able to meet the real needs of the healthcare environment with effective, ethical interventions tailored to each life stage.

You will design mental health prevention programs aimed at promoting psychological well-being and preventing Mental Disorders"

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. Healthcare from the Community and Hospital Settings
    1.4.3. Communication of Results
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 Assessment
    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 Assessment
    1.7.2. Clinical Practice Guidelines
    1.7.3. Limitations and Challenges of Evidence-Based Treatments
1.8. Transdiagnostic Approach and Assessment of Processes and Outcomes
    1.8.1. Transdiagnostic Approach
    1.8.2. Assessment of Therapeutic Results
    1.8.3. Assessment 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. Evaluation 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

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 with 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.   Intervention in Attention Deficit Hyperactivity Disorder (ADHD)

    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 Childhood and Adolescent Depression

    4.4.1.   Childhood and Adolescent Depression: Etiology, Course, and Prevalence

    4.4.2.   Childhood and Adolescent Depression: Assessment Tools

    4.4.3.   Childhood and Adolescent Depression: Scientific Evidence

    4.4.4.   Childhood and Adolescent Depression: Psychological Intervention Techniques

4.5.   Intervention in Child and Adolescent Anxiety

    4.5.1.   Childhood and Adolescent Anxiety: Etiology, Course, and Prevalence

    4.5.2.   Childhood and Adolescent Anxiety: Scientific Evidence

    4.5.3.   Child and Adolescent Anxiety: Behavioral Techniques

    4.5.4.   Childhood 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.   Eating Disorder Intervention 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 Elimination Disorders

    4.8.1.   Elimination Disorders: Etiology, Course and Prevalence

    4.8.2.   Elimination Disorders: Scientific Evidence

    4.8.3.   Elimination 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

5.8.   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 Elderly People

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 with 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 Problems in the Elderly

    6.5.1.   Sleep Problems in the Elderly: Etiology, Course and Prevalence

    6.5.2.   Sleep Problems in the Elderly: Empirical Evidence

    6.5.3.   Sleep Problems 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 Assessment 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
    7.1.2.2. Neuropsychological Rehabilitation
7.2. Acquired Brain Injury
  7.2.1. Cranioencephalic Traumas
  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 Basis
    7.3.1.2. Neuropsychology of Attention: Alterations 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 Basis
    7.3.2.2. Neuropsychology of Memory: Alterations and Assessment Techniques
    7.3.2.3. Neuropsychology of Memory: Rehabilitation
7.4. Neuropsychology of Language
  7.4.1. Neuropsychology of Language: Neuroanatomical Basis
  7.4.2. Neuropsychology of Language: Alterations 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 Foundations
  7.5.2. Neuropsychology of Apraxia and Agnosia: Alterations 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 Foundations
  7.6.2. Neuropsychology of Executive Functions: Alterations and Assessment Techniques
  7.6.3. Neuropsychology of Executive Functions: Rehabilitation
7.7. Behavioral Neuropsychology
  7.7.1. Neuropsychology of Behavior: Neuroanatomical Foundations
  7.7.2. Neuropsychology of Behavior: Alterations and Assessment Techniques
  7.7.3. Neuropsychology of Behavior: Rehabilitation
7.8. Child Neuropsychology
  7.8.1. Child Neuropsychology: Neuroanatomical Foundations
  7.8.2. Child Neuropsychology: Alterations and Assessment Techniques
  7.8.3. Child Neuropsychology: Rehabilitation
7.9. Neuropsychology of Neurodegenerative Disorders
  7.9.1. Neuropsychology of Neurodegenerative Disorders: Neuroanatomical Foundations
  7.9.2. Neuropsychology of Neurodegenerative Disorders: Alterations 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 Foundations
  7.10.2. Mental Health Disorders: Alterations 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. Research for Scientific Information
- 8.2.1. Information Sources
- 8.2.2. Research Strategy
- 8.2.3. Other Aspects of the Research 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. Intervention in Couples Therapy

9.1. Introduction to Couples Therapy
- 9.1.1. Characteristics of Couples Relationships
- 9.1.2. Evolutionary Cycle of a Couple
- 9.1.3. Partner Selection Process
- 9.1.4. Components of the Couples Relationship
- 9.1.5. Couples Crisis

Module 10. Health Promotion and Prevention in Health Psychology

Module 11. Clinical Psychopharmacology

" You will be able to intervene in crisis situations, applying appropriate therapeutic support techniques to address conditions such as Acute Stress"

04

Teaching Objectives

This university program is designed to equip psychologists with rigorous evaluation skills and effective clinical intervention techniques within the healthcare field. Throughout the Professional Master's Degree, professionals will develop advanced competencies in evidence-based practice, enabling them to apply effective diagnostic and therapeutic approaches to treat Psychological Disorders. Additionally, they will gain expertise in psychopathology, neuropsychology, and psychopharmacology, empowering them to tackle complex cases with a comprehensive approach.

The innovative knowledge you will acquire in this postgraduate program will allow you to design mental health prevention strategies in various contexts, including physical and emotional health"

General Objectives

- Understand the scientific, ethical, and professional foundations of General Health Psychology
- Apply psychological evaluation and intervention procedures within the healthcare field
- Analyze current theoretical models and psychopathological classification systems
- Design intervention plans based on scientific evidence and a transdiagnostic approach
- Implement effective therapeutic techniques adapted to the different stages of the life cycle
- Integrate clinical and interprofessional communication skills in healthcare settings
- Evaluate the impact of psychosocial factors and stress on the health-disease process
- Develop competencies in neuropsychological assessment and cognitive rehabilitation
- Utilize applied research tools and data analysis in the healthcare field
- Properly manage clinical information while respecting ethical and legal principles

Specific Objectives

Module 1. Scientific and Professional Foundations of General Health Psychology
- Understand the main models of psychopathology and current classification systems, and comprehend their usefulness for health psychology
- Delve into the phases of the research process in Psychology and the different research designs that can be used

Module 2. Assessment in General Health Psychology
- Familiarize yourself with the various assessment techniques used in Health Psychology
- Describe the characteristics of psychological interviews, their stages, and the peculiarities of different types of interviews
- Understand the characteristics of the most common chronic conditions and the assessment instruments most used in these issues
- Learn the diagnostic criteria for the main Mental and Behavioral Disorders

Module 3. Skills and Techniques of the General Health Psychologist
- Understand the importance of the therapeutic relationship in the practice of Health Psychology and the factors that facilitate its establishment
- Understand the contribution of psychodynamic, phenomenological-existential, and humanistic models to General Health Psychology

Module 4. Psychological Intervention in Childhood and Adolescence

- Delve into the peculiarities of psychological assessment with children and adolescents, as well as the therapist's skills to carry it out effectively
- Learn about the most common psychological issues in childhood and adolescence and describe their diagnostic criteria

Module 5. Psychological Intervention in Adults

- Describe the etiology, course, and prevalence of the main Mental and Behavioral Disorders in adults
- Familiarize yourself with the most commonly used psychological intervention techniques for adult patients with Mental Disorders

Module 6. Psychological Intervention in Elderly People

- Understand population aging and the various psychosocial models of aging
- Study the transitions and life changes that occur during middle age and old age, as well as the therapeutic strategies that can be used to facilitate adaptation

Module 7. Neuropsychological Assessment and Rehabilitation

- Identify the main causes of Acquired Brain Injury and their neuropsychological implications
- Understand the fundamentals of neuropsychological rehabilitation and the various aspects in which it can be applied

Module 8. Research Applied to Health Psychology

- Understand the importance of research in the practice of Health Psychology
- Acquire the necessary competencies to conduct scientific research in Psychology

Module 9. Intervention in Couples Therapy

- Understand the fundamental psychological variables of intimate relationships
- Comprehend attachment types, their development, and their influence on adult relationships
- Identify the most common dysfunctions within couples and their consequences
- Master the peculiarities of the assessment interview in couples therapy and the special situations that may arise

Module 10. Health Promotion and Prevention in Health Psychology

- Analyze the levels of prevention and preventive models applied to physical and mental health
- Utilize the main psychological techniques for health promotion and the prevention of common physical health issues

Module 11. Clinical Psychopharmacology

- Delve into how psychotherapy and pharmacotherapy are integrated, as well as their advantages and disadvantages
- Learn the diagnostic criteria outlined in the DSM-V

05
Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

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

"

*At TECH you will NOT have live classes
(which you might not be able to attend)"*

The most comprehensive study plans at the international level

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

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

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

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

Case Studies and Case Method

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

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

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

Relearning Methodology

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

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

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

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

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

A 100% online Virtual Campus with the best teaching resources

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

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

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

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

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

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.

2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.

3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.

4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

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

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

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

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

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

Study Material

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

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

Practicing Skills and Abilities

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

Interactive Summaries

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

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

Additional Reading

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

20%

15%

15%

3%

20%

17%

7%

3%

Case Studies

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

06

Teaching Staff

This university program has been developed by a faculty specialized in General Health Psychology, with an extensive professional background. In this way, TECH will ensure that graduates gain access to knowledge developed by a staff that is well-acquainted with the realities of health psychology. This will be reflected throughout the entire syllabus, employing an effective methodology and approach.

The teaching team of this academic track consists of true references in the field of General Health Psychology. What are you waiting for to enroll in the most comprehensive university program on the market?"

Management

Ms. Sánchez Padrón, Nuria Ester

- General Health Psychologist
- Teacher of Educational Reinforcement at Radio ECCA
- Degree in Psychology from La Laguna University
- Master's Degree in General Health Psychology from the University of La Rioja
- Specialist in Emergency Psychological Care of the Red Cross
- Specialist in Psychological Care in Penitentiary Institutions

Certificate

This Professional Master's Degree in General Health Psychology guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Professional Master's Degree issued by TECH Global University.

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

This private qualification will allow you to obtain a **Professional Master's Degree in General Health Psychology** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (**official bulletin**). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

TECH is a member of the European Association of Applied Psychology (EAAP), an organization that brings together the best specialists and experts in psychology from more than 120 countries. Thanks to this, students will have access to panel discussions, forums, exclusive material and connections with professionals and research centers from all over the world, thereby expanding their opportunities for learning and professional development.
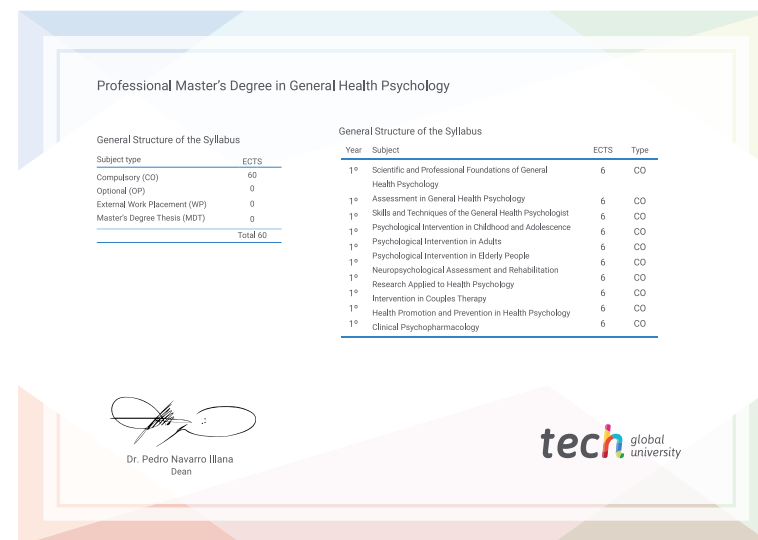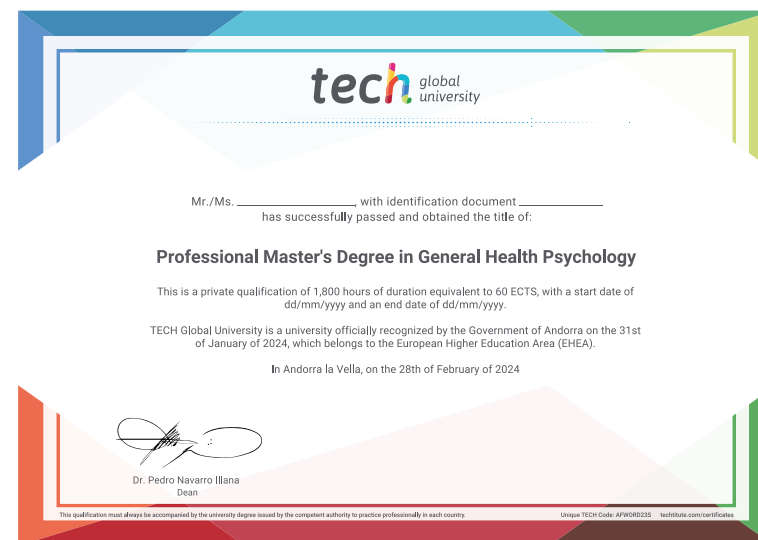**TECH is a member of:**

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

Title: **Professional Master's Degree in General Health Psychology**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

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

tech global university

Professional Master's Degree
General Health Psychology

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

Professional Master's Degree
General Health Psychology

Accreditation/Membership

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

tech global university