

# Professional Master's Degree

## Sexology



## Professional Master's Degree Sexology

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

Website: [www.techtitute.com/in/education/professional-master-degree/master-sexology](http://www.techtitute.com/in/education/professional-master-degree/master-sexology)

# Index

01

Introduction

---

p. 4

02

Objectives

---

p. 8

03

Skills

---

p. 12

04

Course Management

---

p. 16

05

Structure and Content

---

p. 20

06

Methodology

---

p. 30

07

Certificate

---

p. 38

# 01

# Introduction

From an early age it is advisable to introduce sex education in schools so that students are able to understand the changes that occur in their bodies and the way they relate to others. In addition, new technologies have made the consumption of pornography more and more frequent in pre-adolescents. Faced with this reality, it is necessary for teaching professionals to be aware of the latest developments in the field of sexology. In this context, TECH has created this degree, which provides the most advanced and recent syllabus on the gender perspective, new masculinities or the prevention of harassment due to sexual diversity. All this in a 100% online academic format taught by specialists in Sexology, Communication and Psychology.





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*With this Professional Master's Degree you will be able to orient your career as a teacher to the creation of sex education programs at all educational levels”*

Studies on the consumption of pornography and adolescence indicate that the viewing age of this type of content is around 12 years old and that 68.2% of them watch it frequently. The ease of access to such material through cell phones and the fact that it is free of charge makes it essential that sex education reaches young people from an early age.

In this way, schools and teaching professionals become a powerful weapon of information on the knowledge of one's own body, methods of prevention of sexually transmitted diseases and the approach to the various existing sexualities. That is why TECH has created this Professional Master's Degree in Sexology, which provides the teacher with a multidisciplinary vision, which will lead in just 12 months to obtain a specialization in this field.

It has an advanced and comprehensive syllabus that will provide the most relevant information on the design, planning and implementation of educational programs aimed at sex education at all educational levels. It also provides all the necessary tools to be able to deal naturally with the main problems related to erotic difficulties or multidisciplinary work carried out with other specialists.

This will be possible thanks to a quality multimedia content, which offers dynamism and a theoretical-practical vision of Sexology. In addition, with the Relearning system, students will be able to reduce the hours of study and memorization so frequent in other academic methods.

The professional is, therefore, faced with an excellent opportunity to progress in the educational sector through a 100% online university qualification that can be accessed whenever and wherever they wish. All they need is an electronic device with an Internet connection to access the most advanced content hosted on the Virtual Campus. In addition, they have the option of being able to distribute the teaching load according to their needs and more easily balance their daily responsibilities with an education that is at the forefront of the academic world.

This **Professional Master's Degree in Sexology** contains the most complete educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Psychology and Sexology
- ♦ 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
- ♦ Its special emphasis on innovative methodologies
- ♦ 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



*With this degree you will learn about homophobic bullying and LGBTQ+ affirmative psychology*

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*This university qualification will allow you to learn how to work with the gender perspective in childhood, adolescence and adulthood”*

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its 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 education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

*Multimedia pills or specialized readings will accompany you during this academic journey on Sexology and its dissemination in educational centers.*

*This is a program that will allow you to combine your responsibilities as a teacher with a first-class university education.*



# 02

# Objectives

TECH's objective with this Professional Master's Degree is to bring the teaching professional the most up-to-date knowledge on Sexology, a fundamental area for providing sessions related to this field for both children and adults. For this reason, this institution offers teachers an excellent team of specialists in various areas that provide a broad and recent look at sex education, violence related to sexuality or fertility. All this, in addition to teaching material in which the latest technology applied to teaching has been employed.







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*Bring to your classroom the debate on the emergence of new masculinities, the search for equality and eroticism”*



## General Objectives

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- ♦ Acquire knowledge about sexuality, expanding the vision of sexuality from a biopsychosocial perspective
- ♦ Obtain tools to be able to accompany cases related to difficulties related to sexuality
- ♦ Identify the variables involved in the origin and maintenance of different sexual dysfunctions (organic, psychological, relational and cultural components)
- ♦ Acquire skills to be able to share information about sexuality in a clear way
- ♦ Understand the aspects involved in the beginning and development of couple relationships (life cycle of the couple: establishment and evolution)
- ♦ Describe the dynamics of couple relationships and factors that generate alterations in them
- ♦ Investigate complex issues such as gender violence and child sexual abuse
- ♦ Achieve skills to face the multiple incidences and decisions that may arise in the exercise of their profession
- ♦ Gain in-depth knowledge of deontology in sexuality and couple matters, as well as learn to carry out an exercise of introspection on those personal and professional aspects that could collide with the profession and that would undermine the therapeutic work
- ♦ Carry out research programs in sexuality



## Specific Objectives

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### Module 1. Sexology. Human Sexual Fact

- ♦ Lay the foundations of Sexology as a science
- ♦ Gain in-depth knowledge of the components that are part of the human sexual fact
- ♦ Demystify beliefs or prejudices about sexuality

### Module 2. Conceptual, Historical and Dissemination Framework

- ♦ Delve into the concepts of Sexology
- ♦ Gain in-depth knowledge of dissemination techniques
- ♦ Create personal brand and voice for dissemination

### Module 3. Sex Education

- ♦ Understand the different stages of sexual development
- ♦ Obtain the necessary skills to approach sex education at different stages
- ♦ Develop competencies to talk about sexuality in a natural way
- ♦ Acquire the knowledge to answer the doubts that arise when offering sex education

### Module 4. Sexual and Reproductive Health

- ♦ Acquire in-depth knowledge of the important aspects for Sexual Health
- ♦ Delve into the legal and ethical framework of voluntary termination of pregnancy
- ♦ Delve into the different methods of assisted reproduction
- ♦ Understand the different options for treatment and approach to infertility

### Module 5. Sexologist Consultation

- ♦ Develop the therapist's skills necessary to address issues of sexuality and couples
- ♦ Gain an in-depth knowledge of the legal and ethical aspects of the sexology professional

**Module 6. Erotic Difficulties**

- ♦ Understand the human sexual response through the different explanatory models
- ♦ Learn how to deal with the different erotic difficulties that may occur
- ♦ Know how to discriminate when there are other causes behind them
- ♦ Understand the importance of interdisciplinary work

**Module 7. Couples Therapy**

- ♦ Gain an in-depth knowledge of how couple bonds are formed
- ♦ Understand the functioning of attachment
- ♦ Learn how to deal with the most common couple difficulties
- ♦ Know how to approach transversal aspects to work on in couple relationships

**Module 8. Equality and Gender Perspective**

- ♦ Differentiate concepts and know the relationship between them
- ♦ Learn about resources to disseminate and educate from a gender perspective
- ♦ Delve into the different types of gender violence and how to intervene

**Module 9. Sexuality-Related Violence**

- ♦ Contextualize and conceptualize how and why child sexual abuse occurs
- ♦ Manage resources to prevent child sexual abuse
- ♦ Understand how to intervene in the event that a case of child sexual abuse is received at the clinic
- ♦ Know the different realities within the LGBTIQAP+ group

**Module 10. Masculinity and Sexuality**

- ♦ Contextualize masculinity Its mandates, beliefs and the influence this has on the individual, society and the relational sphere
- ♦ Distinguish masculinity as an innate value and reflect on the importance of inhabiting less rigid and more diverse identities
- ♦ Create imaginaries of male eroticism away from normativity, with the intention of building new paradigms that aim to explore the peculiarities of each sexed subject, minimizing the impact of the identity experience from the socio-cultural expectations



*Explore fertility problems with this program and bring your adult students closer to the existing alternatives in Assisted Reproduction"*

# 03 Skills

The teaching professional who takes this degree will be able to expand their skills and acquire new abilities to naturally transmit all the information related to sexual relations, sexology or problems related to the gender perspective. This will be possible thanks to the extensive theoretical and practical teaching material, which will allow the teacher to assimilate the concepts in a much more solid way and apply them directly in the classroom.





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*Enhance your communication skills with your students and deal naturally with the main current problems related to sexuality”*



## General Skills

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- Provide information on sexually transmitted diseases and their problems
- Expand communication skills to deal with sexual problems with patients with neurological disorders
- Learn about the child abuse protection system
- Update diagnostic knowledge in persons with infertility
- Identify habits that may affect a man's fertile potential
- Expand knowledge on the performance of fertility study tests
- Master the latest advances in assisted reproduction treatments
- Activate child sexual abuse detection procedures





## Specific Skills

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- Apply the latest fertility analysis tests in men
- Effectively employ the latest methods of testing female fertility
- Approach the latest treatments for ejaculation problems with the latest treatments
- Work in coordination with other specialists in dealing with difficulties related to sexual orientation
- Provide psychological support during the pregnancy search process
- Develop sex education programs and projects



*The case studies will give you a much more direct insight into the pedagogical strategies employed to address the gender perspective”*

# 04

# Course Management

After completing this degree, students will have acquired an advanced knowledge of Sexology from a broad and up-to-date point of view. For this, TECH has selected an excellent team of professionals who have extensive experience in Psychology, Communication, Biology and in the field of dissemination and research. In this way, this institution guarantees the teacher access to a quality Professional Master's Degree, which will allow them to take a step further in the educational sector.





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*A specialized and multidisciplinary teaching team will offer you a renewed learning about the concept and evolution of Sexology”*

## Management



### Ms. Ramos Escamilla, María

- ♦ Psychologist, Sexologist, Couples Therapist and Director of Destino Kink
- ♦ Sexologist and Couple Therapist
- ♦ Director of Destino Kink
- ♦ Degree in Psychology from the Complutense University Madrid
- ♦ Master's Degree in Sexology, Sex Education and Sexological Counseling by Camilo José Cela University

## Professors

### Ms. Gutiérrez Ramos, Pamela

- ♦ Midwife and Sexologist
- ♦ Sexologist volunteer in NGO
- ♦ Sexologist in the youth center of attention to sexuality
- ♦ Postgraduate Certificate in Conscious and Integral Accompaniment of the Perinatal Maternal Period with a Gender Perspective and Biopsychosocial Approach

### Ms. Rodríguez Sastre, Laura

- ♦ Psychologist, Sexologist and Specialist in Sex and Couple Therapy
- ♦ General Health and Emergency, Crisis and Catastrophe Psychologist
- ♦ Psychologist in Psychology and Sexology Office

### D. Coronilla Delgado, Eduardo

- ♦ Professional in Health, Youth, Education and Training programs at the LGTBIQAP+ Association JereLesGay of Jerez de la Frontera and at FELGTBI+
- ♦ Degree in Psychology from the University of Sevilla
- ♦ Specialist in Sexology from the Camilo José Cela University
- ♦ Member of: Fast Track Committee of Jerez (committee that fights against the HIV+ pandemic and stigma)



#### **D. Lajud Alastrué, Iñaki**

- ♦ Psychologist and Sexologist
- ♦ Co-founder of the Association Masculinities Beta
- ♦ Psychologist at the Me Digo Sí Center
- ♦ Professor of the Master's Degree in Gender Violence of the Official College of Psychologists of Madrid

#### **Ms. López Trenado, Esther**

- ♦ Health Psychologist at DANA Centro de Psicología
- ♦ Mental Health Specialist in the Third Sector
- ♦ Equality Promoter
- ♦ Master's Degree in General Health Psychology from the Autonomous University of Madrid
- ♦ Degree in Psychology from the Autonomous University of Madrid

#### **Ms. Figueredo García, Marien**

- ♦ Sexologist and Individual and Couple Sex Coach
- ♦ CEO at SEXNATUR Parapharmacy
- ♦ Expert in Techniques and Resources applied to the reduction of emotional discomfort in the sexual response

#### **Ms. Cilveti Lapeira, Margarita**

- ♦ Psychologist in Psychology and Sexology Office
- ♦ General Health Psychologist by the Autonomous University of Madrid
- ♦ Master's Degree in Sexology: Education and Sexual Counseling by INCISEX and the University of Alcalá
- ♦ Expert in Brief Systemic Therapy at the Centro Soluciones

# 05

## Structure and Content

During the 12 months of duration of this degree, the teaching professional will take a journey through sexology, its evolution, as well as the different techniques and resources necessary to create educational programs adapted to different ages. This will be possible thanks to the innovative pedagogical tools developed *ad hoc* by the specialized teaching staff that imparts this Professional Master's Degree and which can be accessed 24 hours a day.





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*An academic journey that will lead you to acquire advanced learning about Sexology and the multiple resources to address it in educational spaces”*

## Module 1. Sexology. Human Sexual Fact

- 1.1. Evolution of Sexology as a Science
  - 1.1.1. First References to Sexuality
  - 1.1.2. Development of Sexology as a Science
  - 1.1.3. Human Sexual Fact
- 1.2. Biological Fundamentals
  - 1.2.1. Neuroendocrine System
  - 1.2.2. Genetics
  - 1.2.3. Genital Anatomy
- 1.3. Social Foundations
  - 1.3.1. Influence of Culture
  - 1.3.2. Influence of the Environment
- 1.4. Psychological Foundations
  - 1.4.1. Somatosexual Constitution
  - 1.4.2. Sexual and Gender Identity
  - 1.4.3. Gender Expression and Roles
  - 1.4.4. Social Foundations
  - 1.4.5. Influence of Culture
  - 1.4.6. Influence of the Environment
- 1.5. Evolutionary Sexology
  - 1.5.1. Definition
  - 1.5.2. Normal Events that Occur in a Person's Life
- 1.6. Development of Sexuality
  - 1.6.1. Nervous system
  - 1.6.2. Primary Sexual Characteristics
  - 1.6.3. Secondary Sexual Characteristics
  - 1.6.4. Tertiary Sexual Characteristics
- 1.7. Child Development
  - 1.7.1. Conceptualization
  - 1.7.2. The Importance of Emotional Development from Childhood
  - 1.7.3. Bowlby's Attachment Theory

- 1.8. Human Biological Processes
  - 1.8.1. Physical, Psychological and Sexual Changes during Adolescence
    - 1.8.1.1. Menstrual Cycle
  - 1.8.2. Pregnancy, Childbirth and Postpartum
  - 1.8.3. Climacteric and Menopause
  - 1.8.4. Andropause
- 1.9. Anthropological Review of Human Sexuality
  - 1.9.1. The Change From Quadrupedality to Bipedality
  - 1.9.2. Most Important Historical Findings
  - 1.9.3. The Palaeolithic Period and the Revolution of the Affects
  - 1.9.4. Origin of Monogamy
- 1.10. Areas of Sexology Development
  - 1.10.1. Clinical Symptoms
  - 1.10.2. Physical
  - 1.10.3. Educational
  - 1.10.4. Disclosure

## Module 2. Conceptual, Historical and Dissemination Framework

- 2.1. Pillars of Sexology and Dissemination Framework
  - 2.1.1. Referents (Male and Female) in Sex Education
  - 2.1.2. Map of the Human Sexual Fact
- 2.2. Conceptual Fields
  - 2.2.1. Sexuation and Sexuality
  - 2.2.2. Erotica and Amatory
  - 2.2.3. Couple and Procreation
- 2.3. Sexuation: Identity
  - 2.3.1. Conceptualization: ALO and Autosexuation
  - 2.3.2. Transsexuality and Cissexuality
- 2.4. Sexuality: Orientation of Desire
  - 2.4.1. Conceptualization
  - 2.4.2. Sexual Orientations
  - 2.4.3. Erotica and Desires
- 2.5. Erotic and Amatory. Erotic Peculiarities
  - 2.5.1. Conceptualization
  - 2.5.2. Idea and Meaning of Sex in History
    - 2.5.2.1. Normative Erotics
    - 2.5.2.2. Non-Normative Erotics

- 2.6. The idea of Sex: Locus Genitalis
  - 2.6.1. Sexological View in History
  - 2.6.2. Pleasure Beyond Reproduction
- 2.7. Relationships
  - 2.7.1. Love: Concept of the Ars Amandi
  - 2.7.2. Relational Diversity
  - 2.7.3. Stages of the Relationships
  - 2.7.4. Marriage and Living Together
  - 2.7.5. Sex without Love and Love without Sex
- 2.8. Sexological Dissemination
  - 2.8.1. General Principles
  - 2.8.2. Ethics in Dissemination
  - 2.8.3. Sexological History
- 2.9. Current Dissemination Techniques
  - 2.9.1. Press, Television and Radio
  - 2.9.2. Social Media
  - 2.9.3. Creation of Material
- 2.10. Personal Branding Development
  - 2.10.1. Brand Models
  - 2.10.2. Content Composition and Creation
  - 2.10.3. Creating Personal Brand
- 3.3. Adolescent Sex Education
  - 3.3.1. Specific Objectives of this Stage
  - 3.3.2. Role of Peer
  - 3.3.3. Sex Education (11-17 years old)
  - 3.3.4. Sex Education (17-19 years old)
  - 3.3.5. Proposed Activities and Resources
- 3.4. Sex Education for Adulthood
  - 3.4.1. Objectives According to More Particular Interests
  - 3.4.2. Sex Education in Early Adulthood (19-40 years old)
  - 3.4.3. Sex Education in Middle Adulthood (40-60 years old)
  - 3.4.4. Proposed Activities and Resources
- 3.5. Sex Education in Late Adulthood (over 60 years old)
  - 3.5.1. Specific Objectives of this Stage
  - 3.5.2. Main Difficulties
  - 3.5.3. Proposed Activities and Resources
- 3.6. Program Design and Implementation
  - 3.6.1. Diagnosis of Interests
  - 3.6.2. Program Development
  - 3.6.3. Program Implementation
  - 3.6.4. Program Assessment
- 3.7. Prevention and Health
  - 3.7.1. Contraceptive and Conceptive Methods
  - 3.7.2. Emergency Contraception
  - 3.7.3. Sexually Transmitted Infections
  - 3.7.4. Risky Behaviors
- 3.8. Relational Diversity
  - 3.8.1. Origin of Monogamy
  - 3.8.2. Important Concepts
  - 3.8.3. Types of Open Relationships
- 3.9. Functional Diversity and Severe Mental Disorder
  - 3.9.1. Stigmas of This Population
  - 3.9.2. PLISSIT Model
  - 3.9.3. Sexual Assistance
- 3.10. Formal and Non-Formal Education
  - 3.10.1. Types of Programs

### Module 3. Sex Education

- 3.1. Principles
  - 3.1.1. Understanding its Importance
  - 3.1.2. Role of the Sex Educator
  - 3.1.3. Sexual and Reproductive Rights
  - 3.1.4. General Objectives
- 3.2. Childhood Sex Education
  - 3.2.1. Specific Objectives of this Stage
  - 3.2.2. Role of Parents and Other Educational Agents
  - 3.2.3. Sex Education in the Childhood Stage
  - 3.2.4. Sex Education in Primary School
  - 3.2.5. Proposed Activities and Resources

## Module 4. Sexual and Reproductive Health

- 4.1. Contextualization
  - 4.1.1. Definition
  - 4.1.2. Technical and Sociological Developments
  - 4.1.3. Assisted Reproductive Treatment and its Legal Context in Different Countries
- 4.2. HIV
  - 4.2.1. Historical Context
  - 4.2.2. Associated Stigma
  - 4.2.3. Current Treatments
  - 4.2.4. Positive Resources
- 4.3. Voluntary Termination of Pregnancy
  - 4.3.1. Definition
  - 4.3.2. Procedure
  - 4.3.3. Media Impact
  - 4.3.4. Physical, Emotional and Economic Consequences
- 4.4. Fertility: Ovaries and Uterus
  - 4.4.1. Gamete Formation
  - 4.4.2. Menstrual Cycle
  - 4.4.3. Classical Fertility Management Methods
    - 4.4.3.1. Symptothermal Method
    - 4.4.3.2. Cervical Mucus Recording
    - 4.4.3.3. Cervical Height Recording
  - 4.4.4. Testing of Individuals with Ovaries and/or Uterus
  - 4.4.5. Fertility in the Reaffirmation of Sexual Identity
- 4.5. Fertility: Testicles
  - 4.5.1. Gamete Formation
  - 4.5.2. Cycle of Sperm Formation/Regeneration
  - 4.5.3. Habits that Can Alter the Fertile Potential
  - 4.5.4. Testing of Individuals with Testicle
  - 4.5.5. Fertility in the Reaffirmation of Sexual Identity
- 4.6. Treatments in Assisted Reproduction I
  - 4.6.1. Directed Sexual Relationships (DSR)
  - 4.6.2. Artificial Insemination with the Partner's Sperm
  - 4.6.3. Artificial Insemination with Donor Sperm

- 4.7. Treatments in Assisted Reproduction II
  - 4.7.1. In Vitro Fertilization (IVF)
  - 4.7.2. Intracytoplasmic Sperm Microinjection (ICSI)
  - 4.7.3. Blastocyst Culture
  - 4.7.4. Preimplantation Genetic Diagnosis (PGD)
- 4.8. Sexological Support During the Search for Pregnancy
  - 4.8.1. Impact of the Assisted Reproduction Process on Erotic Desire
  - 4.8.2. Sexual Satisfaction with a Diagnosis of Infertility
- 4.9. Myths of Fertility
  - 4.9.1. Probability of Pregnancy
  - 4.9.2. Postures that favor Pregnancy
  - 4.9.3. Orgasm and Fertility
  - 4.9.4. Efficacy of Fertility Techniques
  - 4.9.5. Ejaculatory Abstinence and Fertility
- 4.10. Sexual Health Promotion
  - 4.10.1. Difference between Prevention and Promotion
  - 4.10.2. Tools for the Promotion of Sexual Health

## Module 5. Sexologist Consultation

- 5.1. Basic Assumptions
  - 5.1.1. Objectives of Sex Therapy
  - 5.1.2. Therapeutic Framework
  - 5.1.3. General Intervention Phases
- 5.2. Deontological Aspects
  - 5.2.1. Basic Principles
  - 5.2.2. Deontology in Sexology
  - 5.2.3. Deontology of Each Profession
- 5.3. Sexological Counseling
  - 5.3.1. Special Characteristics
  - 5.3.2. Frequently Asked Questions
- 5.4. Therapist Skills
  - 5.4.1. Skills
  - 5.4.2. Active Listening
  - 5.4.3. Self-knowledge
  - 5.4.4. Good Practices



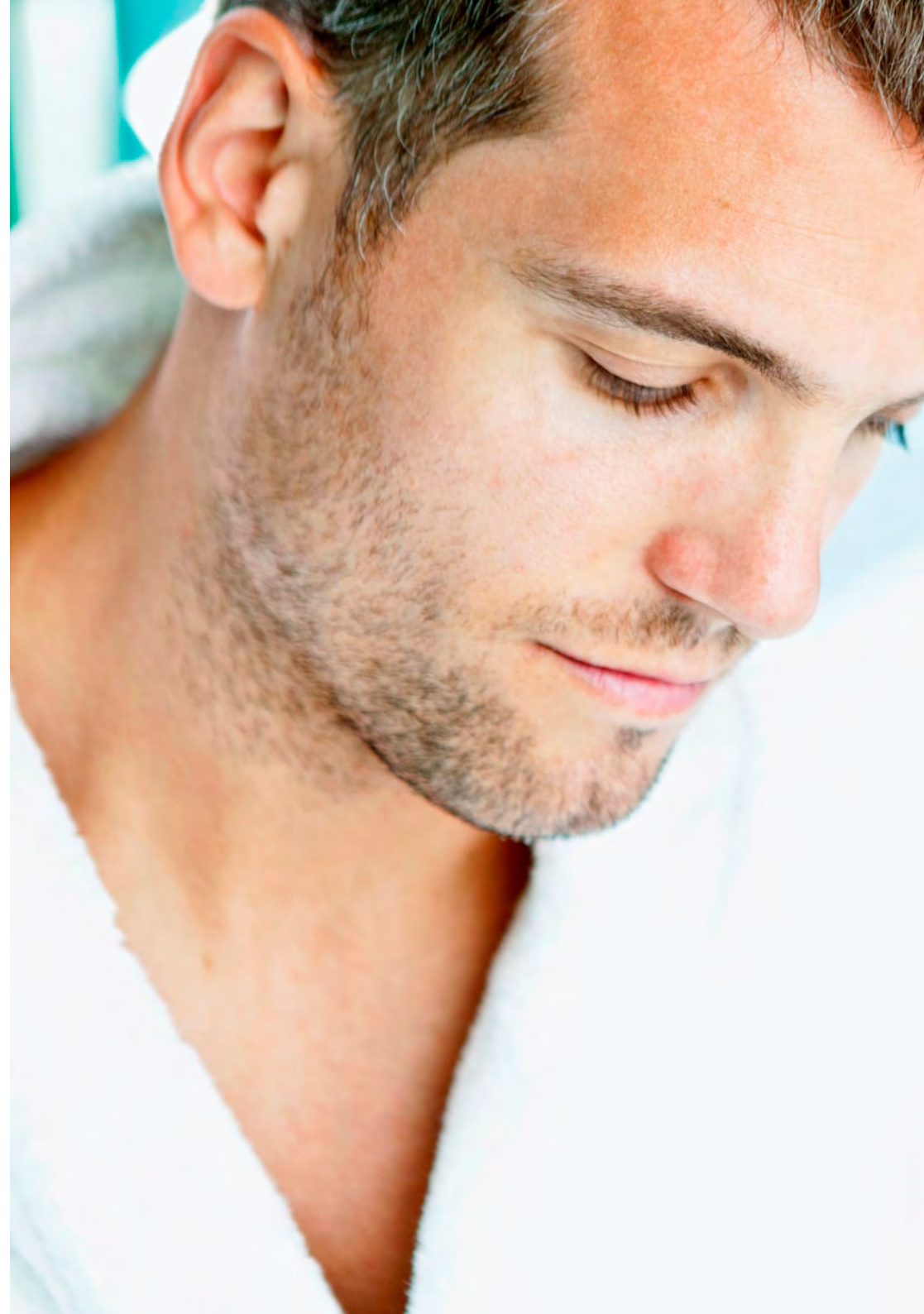
- 5.5. Therapist Self-Care
  - 5.5.1. Burn Out Risk
  - 5.5.2. Importance of the Therapist's Psychological Adjustment
  - 5.5.3. Taking Care of the Energy
- 5.6. Therapeutic Alliance
  - 5.6.1. Importance
  - 5.6.2. Characteristics of the Therapeutic Relationship
  - 5.6.3. Different Approaches to the Therapeutic Alliance
- 5.7. Specific Characteristics of Couples Therapy and Sex Therapy
  - 5.7.1. Vivential Environment
  - 5.7.2. Habitual Resistance to Therapy
- 5.8. Characteristics for a Good Prognosis
  - 5.8.1. Safety Within the Therapeutic System
  - 5.8.2. Engagement in the Therapeutic Process
  - 5.8.3. Emotional Connection with the Therapist
- 5.9. Issues to be Addressed
  - 5.9.1. Perception of the Own Body
  - 5.9.2. Self-concept
  - 5.9.3. Self-esteem
- 5.10. Online Consultation
  - 5.10.1. Advantages and Disadvantages
  - 5.10.2. Demonstrated Efficacy
  - 5.10.3. Optimal Conditions for Online Consultation


## Module 6. Erotic Difficulties

- 6.1. Human Sexual Response
  - 6.1.1. Explanatory Models
  - 6.1.2. Desire
  - 6.1.3. Arousal
  - 6.1.4. Orgasm
  - 6.1.5. Resolution
- 6.2. Desire Difficulties
  - 6.2.1. Definition
  - 6.2.2. Etiology
  - 6.2.3. Intervention Proposal
- 6.3. Arousal Difficulty
  - 6.3.1. Definition
  - 6.3.2. Etiology
  - 6.3.3. Intervention Proposal
- 6.4. Difficulty in Maintaining Erection
  - 6.4.1. Definition
  - 6.4.2. Etiology
  - 6.4.3. Intervention Proposal
- 6.5. Difficulty in Ejaculatory Control
  - 6.5.1. Definition
  - 6.5.2. Etiology
  - 6.5.3. Intervention Proposal
- 6.6. Difficulty Reaching Orgasm
  - 6.6.1. Definition
  - 6.6.2. Etiology
  - 6.6.3. Intervention Proposal
- 6.7. Difficulties Related to Pain
  - 6.7.1. Definition
  - 6.7.2. Etiology
  - 6.7.3. Intervention Proposal
- 6.8. Inability to Penetrate
  - 6.8.1. Definition
  - 6.8.2. Etiology
  - 6.8.3. Intervention Proposal
- 6.9. Difficulties Related to Some Medical Conditions
  - 6.9.1. Endometriosis and Adenomyosis
  - 6.9.2. Fibromyalgia
  - 6.9.3. Diabetes
  - 6.9.4. Cancer Treatments
  - 6.9.5. Hemorrhoids
  - 6.9.6. Skin Disorders
  - 6.9.7. Surgeries
- 6.10. Interdisciplinary Intervention in Sexology
  - 6.10.1. Multidisciplinary Work vs. Interdisciplinary
  - 6.10.2. Importance of Interdisciplinary Work
  - 6.10.3. Related Professionals

## Module 7. Couples Therapy

- 7.1. Development of Couple Relationships
  - 7.1.1. Defining Elements
  - 7.1.2. Structure of the Couple
- 7.2. Evolution of Couples Relationships
  - 7.2.1. Search and Attraction
  - 7.2.2. Falling in Love
  - 7.2.3. Love
  - 7.2.4. Relationship Milestones
- 7.3. Attachment and Couples Relationships
  - 7.3.1. Attachment System Formation
  - 7.3.2. Secure Attachment
  - 7.3.3. Anxious Attachment
  - 7.3.4. Avoidant Attachment
- 7.4. Couples Therapy
  - 7.4.1. Features
  - 7.4.2. Indications and Contraindications for Couples Therapy
  - 7.4.3. Basic Principles
  - 7.4.4. Aspects to be Considered
- 7.5. Structure of Couples Therapy
  - 7.5.1. Different Approaches
  - 7.5.2. Initial Interviews
  - 7.5.3. Establishment of Hypotheses and Return
  - 7.5.4. Intervention
  - 7.5.5. Follow-up and Contract Creation
- 7.6. Some Tools in Couples Therapy
  - 7.6.1. Myths of Romantic Love
  - 7.6.2. Positive Exchanges
  - 7.6.3. Leisure Time Management
- 7.7. Conflict Management in Couples
  - 7.7.1. Introduction to Conflict Theory
  - 7.7.2. Factors that Influence Couple Conflict
  - 7.7.3. Defence Mechanisms
  - 7.7.4. Identification of Couples' Problems
  - 7.7.5. Negotiation Strategies



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- 7.8. Infidelity
    - 7.8.1. Definition
    - 7.8.2. Etiology and Epidemiology
    - 7.8.3. Myths and Realities in Infidelity
    - 7.8.4. Specific Aspects to Assess and Work on
    - 7.8.5. Ethical and Deontological Implications
  - 7.9. Jealousy Management
    - 7.9.1. Definition
    - 7.9.2. Differences Between Jealousy as an Emotion and Celotipia
    - 7.9.3. Specific Aspects to Assess and Work on
  - 7.10. Couple's Breakup
    - 7.10.1. Accompanying the Breakup Process
    - 7.10.2. Reactions to the Breakup
    - 7.10.3. Love Mourning
    - 7.10.4. Traumatic Breakup
    - 7.10.5. Legal Proceedings

## Module 8. Equality and Gender Perspective

- 8.1. Gender Perspectives
  - 8.1.1. Brief Review Differences Sex vs. Gender
  - 8.1.2. Patriarchy
- 8.2. Why it is Necessary
  - 8.2.1. Social Differences Boys/Girls
  - 8.2.2. The Social Context
  - 8.2.3. Wage Gap
  - 8.2.4. Orgasmic Gap
- 8.3. When it Arises
  - 8.3.1. Historical Context
  - 8.3.2. Background
  - 8.3.3. UN Declaration
- 8.4. Differences in Concepts and Relationship Between Them
  - 8.4.1. Equality
  - 8.4.2. Gender Perspectives
  - 8.4.3. Feminism

- 8.5. The Sex-Gender System as a Socio-Cultural Construction
  - 8.5.1. Traditional Male/Female Roles
  - 8.5.2. Different Views from Feminism
  - 8.5.3. Analysis of the Sex-Gender System in Different Social Models
- 8.6. Current Educational Models: Coeducation
  - 8.6.1. Conceptualization
  - 8.6.2. Mental Workload and its Consequences
  - 8.6.3. Resources to Promote Coeducation
- 8.7. Dissemination and Gender Perspective
  - 8.7.1. Resources for Use in the Media
  - 8.7.2. Resources for Use in the Classroom
- 8.8. How to Work with the Gender Perspective
  - 8.8.1. Childhood
  - 8.8.2. Adolescence
  - 8.8.3. Adulthood
  - 8.8.4. Old Age
- 8.9. Gender-Based Violence
  - 8.9.1. Types of Violence
  - 8.9.2. Intervention and Approach to the Different Types of Violence
  - 8.9.3. Background Cultural Context
- 8.10. Gender Perspective in the Healthcare Field
  - 8.10.1. Overmedicalization of Women
  - 8.10.2. More Efficient Health Resources
  - 8.10.3. Guidelines for Healthcare Personnel

## Module 9. Sexuality-Related Violence

- 9.1. Approach to Child Sexual Abuse
  - 9.1.1. Relationship Between Love, Power and Violence
  - 9.1.2. Maltreatment and Well Treatment in Childhood
  - 9.1.3. Child Protection Systems
- 9.2. Conceptualization of Child Sexual Abuse
  - 9.2.1. Criteria
  - 9.2.2. Types of Child Sexual Abuse
- 9.3. Prevention of Child Sexual Abuse
  - 9.3.1. Key Messages
  - 9.3.2. Types of Prevention
  - 9.3.3. Risk and Protective Factors
  - 9.3.4. Proposed Programs
- 9.4. Intervention in Child Sexual Abuse
  - 9.4.1. Phases of the Intervention Process
  - 9.4.2. Basic Principles
  - 9.4.3. Professional Competencies
  - 9.4.4. Consequences of Child Sexual Abuse
- 9.5. Characteristics of Child Sexual Abuse Intervention
  - 9.5.1. Procedure and Criteria
  - 9.5.2. Agents Involved in the Intervention
  - 9.5.3. General Aspects to be Addressed
- 9.6. LGBTIQAP+ in the World
  - 9.6.1. Homosexual Marriage and Homoparental Adoption
  - 9.6.2. Types of LGBTIQAP+ Human Rights Abuses
  - 9.6.3. LGBTIQAP+Friendly Places and Safe Spaces
  - 9.6.4. Forms of LGBTIQAP+Phobia
    - 9.6.4.1. Forms of LGBTIQAP+Phobia
    - 9.6.4.2. Help Resources
- 9.7. Intragender Violence
  - 9.7.1. Background Cultural Context
  - 9.7.2. Legislation
  - 9.7.3. Intervention and Approach
- 9.8. Bullying for Sexual Diversity Reasons
  - 9.8.1. What Is It?
  - 9.8.2. Profile of the Aggressor and the Victim

- 9.8.3. Frequency and Type of School Bullying
- 9.8.4. Consequences
- 9.9. LGBTIQAP+ Affirmative Psychology
  - 9.9.1. Intervention with Families
  - 9.9.2. Integral Intervention from the Socio-sanitary and Psychosocial Sphere
  - 9.9.3. Intervention with LGBTIQAP+ Elderly People
- 9.10. Education in Sexual Diversity in the Classroom
  - 9.10.1. Referents and Absences
  - 9.10.2. Educational Activities and Resources

## Module 10. Masculinity and Sexuality

- 10.1. Contextualization of Male Socialization
  - 10.1.1. Hegemonic Masculinity and Complicit Masculinities
  - 10.1.2. Masculinity and Patriarchy
- 10.2. Masculinity Box
  - 10.2.1. What Is It? Associated Values, Mandates, Beliefs
- 10.3. Risk of Masculinity
  - 10.3.1. Risks to Men Themselves
  - 10.3.2. Risks to Society. Violence
- 10.4. Non-normative Dissident Masculinities
  - 10.4.1. De-essentializing Masculinity
  - 10.4.2. Importance of Plural Identities
- 10.5. Masculinity in Affective, Sexual Attachments
  - 10.5.1. Homosociability
  - 10.5.2. Affective Relationship Skills
  - 10.5.3. Roles of Men in the Couple
- 10.6. Male Erotica (I)
  - 10.6.1. Influence of Pornography in the Male Ideology
  - 10.6.2. Fantasies and Autoerotica
- 10.7. Male Erotica (II)
  - 10.7.1. Desire, Pleasure and Genitality in Normative Relational Erotics
  - 10.7.2. Non-normative Erotic and Relational Imaginaries

- 10.8. Male Erotica (III)
  - 10.8.1. Intimacy, Vulnerability and Care
- 10.9. New Masculinities
  - 10.9.1. What are they?
  - 10.9.2. Collectivizing the Identity Review Process
- 10.10. Reflecting on Masculinity
  - 10.10.1. Strategies for Self-knowledge
  - 10.10.2. Who am I?



*A 100% online and flexible academic option that will allow you to delve into the existing procedures for the detection of child sexual abuse”*

05

# Methodology

This training program offers 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 Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*



“

*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. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*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.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

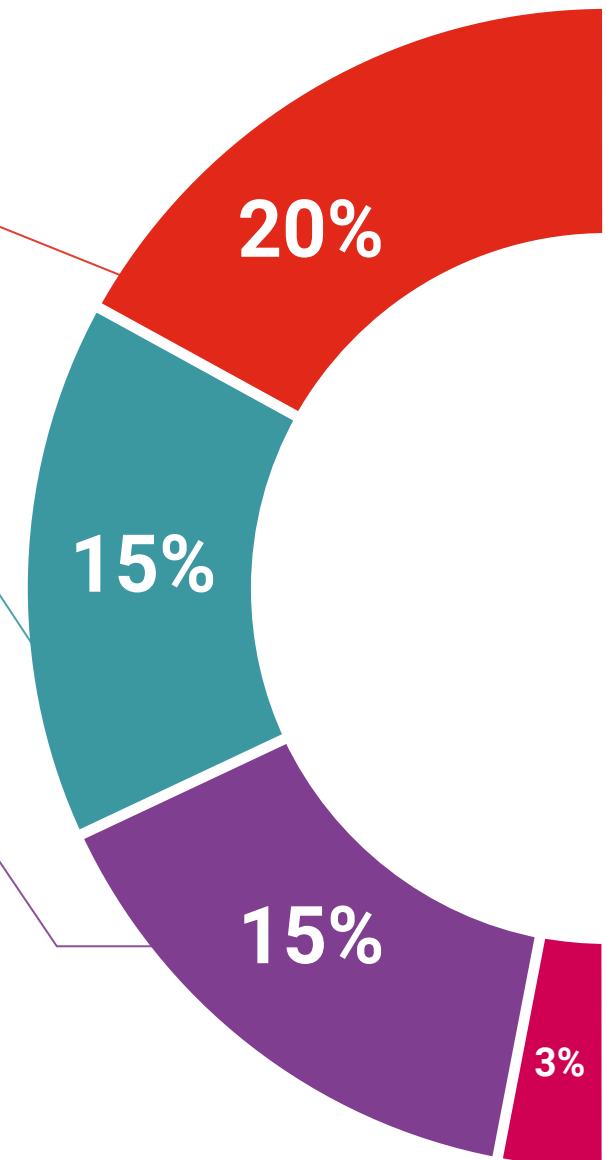
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

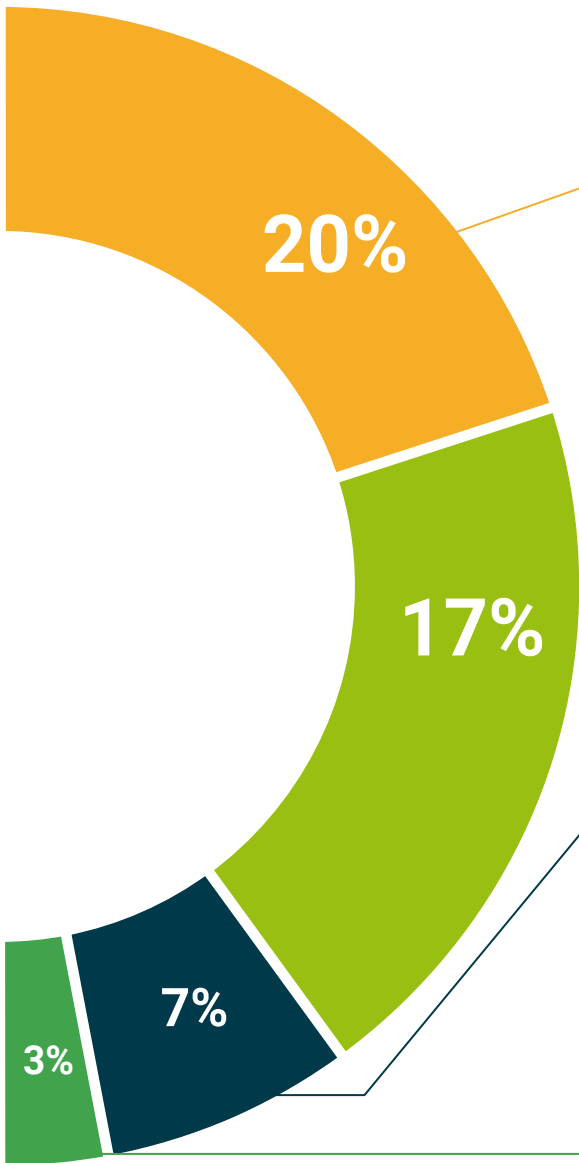
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### 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 your 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 Sexology guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



A photograph of two black graduation caps (mortarboards) against a bright blue sky with light clouds. One cap is in the foreground, slightly out of focus, and another is behind it. The image is partially overlaid by a large red and white geometric shape in the bottom right corner.

“

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

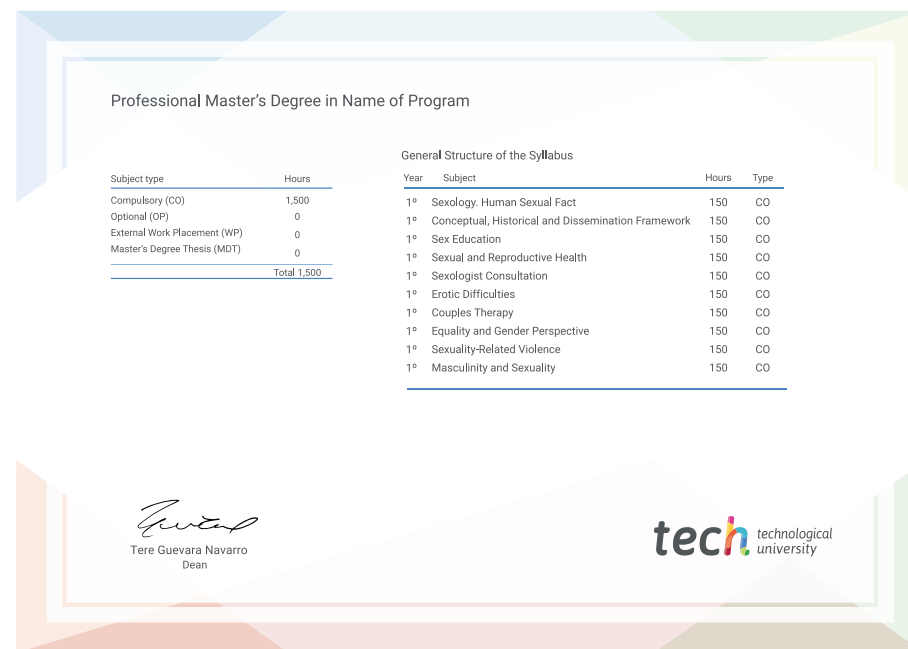
This **Professional Master's Degree in Sexology** contains the most complete and up-to-date scientific on the market.

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 express the qualification obtained in the Professional Master's Degree, and meets and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Sexology**

Official N° of Hours: **1500 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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guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development large classes  
virtual classroom



## Professional Master's Degree Sexology

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

# Professional Master's Degree

## Sexology

