Professional Master's Degree
Family Therapy and Stress

tech global university

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Professional Master's Degree
Family Therapy and Stress

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

Website: **www.techtitute.com/us/medicine/professional-master-degree/master-family-therapy-stress**

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01
Introduction

The family, as an entity of support and development of the individual, has become an object of therapeutic consideration which has made that, Increasingly, health professionals need to understand how their mechanisms work and how they can be leveraged. This Professional Master's Degree has been created to provide doctors with the necessary learning in the field of family therapy, as a tool for working on stress and developing the mental and emotional health of the patient. An opportunity to include in your training the approach to these conditions from the development of family therapy

The approach to stress from the development of family therapy is a complementary way of work that gives the doctor a form of work of enormous relevance and impact"

Family plays a decisive role in the socialization process of an individual and in the transmission of values, knowledge and beliefs. The modern family is still a living and fundamental entity that is at the center of our individual, professional and social concerns, and constitutes an element of major importance in the development and maturation of each person.

Gradually, it has begun to be recognized that family dynamics can not only protect its members against certain adversities, or be affected by certain disorders of the same, but also that certain aspects of family functioning can contribute with particular strength to its members (especially children and adolescents).

This Professional Master's degree is unique as it addresses those aspects that have received the most attention in the research carried out on the subject. To this end, we develop some questions regarding the relationship between external stress factors, family interaction and psychological problems in children and adolescents.

The hypothesis of researchers on the subject, has been that the negative impact that certain external factors may have on the development of emotional and behavioral problems in children and adolescents, is directly shaped by family structure and dynamics.

One of the most commonly studied factors of familial pathology has been their economic situation. Different research has brought to light that economics has a negative influence on psychological well-being and family relationships. In addition, there has been an increase in the number of studies which show the influence of economic stress on children and adolescents is shaped by the type of relationship that exists between parents and children. In addition, the program includes the participation of an International Guest Director, whose professional experience is widely recognized worldwide. He will conduct 10 Masterclasses focused on the Family Therapy and Stress sector.

This **Professional Master's Degree in Family Therapy and Stress** contains the most complete and up-to-date scientific program on the market. The most important features include:

- Practical case studies presented by experts
- 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.
- News on this topic
- Practical exercises where the self-assessment process can be carried out to improve learning.
- 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

Enhance your professional knowledge with the participation of an International Guest Director, who will give 10 high-quality Masterclasses in the field of Family Therapy and Stress"

Update yourself with the latest advances in stress treatment from the approach of family therapy with exceptional training.

"*A Professional Master's Degree of high teaching quality that will allow you to advance in your work, learning and growing professionally with a program created to be manageable but intensive*"

We offer you the best teaching methodology in the market and a complete theoretical and practical material that will help you to carry out an immersive study of this subject.

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

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

02
Objectives

The aim of this program is to offer the professionals who take it a complete and efficiently structured learning process that will allow them to reach new levels of efficiency in their medical practice. Through quality teaching, focused on practice, they will be able to learn how to carry out the procedures and implement the necessary tools to develop them in the context of stress intervention from family therapy.

The objective of this program is to offer the medical professionals a complete program course that allows them to grow in their practical capacity of intervention in the context of stress from family therapy"

General Objectives

- Master the current knowledge of psychic and social disorders in the family environment.
- Learn how to achieve a therapist-patient bond in the field of family therapy.
- Identify the agents who live with the child and adolescent, and to discover their impact on family psychopathology.
- Develop understanding of the dynamics between the parents and the consequences on the family.
- Describe, in relation to protocols, the intervention programs, taking into account the characteristics and aspects of the systemic relationship in the family.
- Identify the evolution of the different disorders listed in the DSM-5 or ICD-10
- Master the fields of medical-psychologist interaction in family intervention.
- Provide the professional with all the up-to-date references on the diagnosis, intervention and therapeutic process of the family.
- Describe with decision protocols the individualized study of family members to perform a rigorous psychopathological study
- Use decision trees to make a permanent differential diagnosis.
- Organize all the information within a multidisciplinary framing model in the study of the biopsychosocial framework of the family in this century.

Module 1. Psychodiagnosis and Assessment of the Family System

- Gain in-depth kowledge of the family clinic, as well as to provide the necessary skills to work in a systemic way
- Identify and make decisions about patients taking into account the social and emotional environment in which they find themselves
- Address the family, school and social environment
- Identify definitions from anthropological, sociological and psychological perspectives of the family
- Demonstrate the influence of family and social dynamics on human development
- Distinguish family groups from a modern conception of family

Module 2. The Family Interview

- Implement silence into family intervention
- Manage the emotional crises within a session and children or adolescents and adults.
- Frame the interview axioms
- Define affective valence
- Recognize verbal and non-verbal communication
- Discern between psychopathology and normality

Module 3. Family Stress

- Describe the emotional schemas of the family members.
- Redefine stress, differentiating normal anxiety from pathological anxiety, identifying stress, phobia and panic, among others
- Describe the main sources of distress or stressors in the natural environment
- Delve into the protective or health-promoting traits
- Understand occupational stress by grouping, classifying and forming categories and concepts
- Establish the different types of intervention according to the victim

Specific Objectives

Module 4. Family Bonds and Systemic Organization

- Manage and stabilize the emotional and affective deficiencies of the patient within the intervention
- Understand the need to set boundaries and know how to contain
- Define the evolution and transitions between the normal and the pathological
- Identify how to become a basic reference person for the child and adolescent

Module 5. Family Models and Parenting Roles

- Identify and master the clinical and prognostic features of the various disorders of childhood and adolescence.
- Act before the formal cases of matrimonial nullity
- Make personal description of each of the parties, attending to each of the processes in the couple
- Define the degrees of permanent disability and severe disability
- Understand the psychological, physical and social consequences of violence against women and identify the expert profile of this area

Module 6. Modes of Intervention in Family Therapy

- Use the intervention to determine when it is necessary for other professionals to join the analysis process
- Redirecting attitude for effective team cooperation
- Define and understand focus and thought control
- Differentiate between empathy and sympathy
- Expand knowledge of mirror neurons and how they function

Module 7. Family Problems Which Need Interventions

- Gain in-depth knowledge about the current systemic psychopathology
- Delve into modification techniques through praise, the broken record technique or praise for appropriate behavior
- Learn how to train social and coping skills, as well as contingency management
- Delve into cognitive-behavioral group therapy

Module 8. Types of Expertise and Contexts that Surround Psychological Expertise

- Develop monitoring models that express the changes in stress pathologies.
- Respect and Comply with the Right and Duty to Inform the Client
- Describe the Instruments Used and Facilitate the Understanding of the Data
- Include the Evaluation Process, Hypotheses Formulated and Justify the Conclusions
- Clarify the importance of maintaining confidentiality and professional secrecy
- Define the types of expertise and contexts surrounding psychological expertise in its different contexts and phases

Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

03
Skills

Once all the contents have been studied and the objectives of the Professional Master's Degree have been achieved, the professionals will be able to have a superior competence and performance in this area. In this way, the doctors will grow within their profession with the ability to intervene safely and solvently. All this, also accompanied by a qualification that will revalidate your professional curriculum.
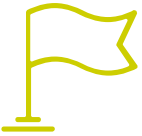
Acquire the necessary work capacity to work with the resources of family therapy with the security and solvency that provide the most comprehensive and up-to-date knowledge"

General Skills

- Master knowledge of the family clinic, as well as to provide the necessary skills to work in a systemic way.

- Identify and make decisions about patients taking into account the social and emotional fabric in which they find themselves

- Master interaction within a family therapy framework.

- Performing and adapting intervention protocols within an interdisciplinary framework.

- Address the family, school and social environment

- Manage the dynamics of therapeutic time

- Implement silence into family intervention.

- Manage the emotional crises within a session and children or adolescents and adults

- Mastering assessment and intervention tools using all senses

- Identify and use information from social and family agents

- Develop an intervention according to the mental logic of the different age groups.

- Describe the emotional schemas of the family members

- Master how to create a relationship to become a reference for the whole family without entering into competition with adults.

- Manage and stabilize the emotional and affective deficiencies of the patient within the intervention

- Master the management of differential characteristics with which family psychological pathologies can present

- Identify and master the clinical and prognostic features of the various disorders of childhood and adolescence

- Use the intervention to determine when it is necessary for other professionals to join the analysis process

- Developing and understanding mutations and new forms of disease

- Develop knowledge that discriminates an important problem of natural evolution within the process of family coexistence

- Master knowledge of current systemic psychopathology

- Develop monitoring models that express the changes in stress pathologies

Specific Skills

- Master knowledge of the family clinic, as well as to provide the necessary skills to work in a systemic way

- Identify and make decisions about patients taking into account the social and emotional fabric in which they find themselves

- Master interaction within a family therapy framework

- Performing and adapting intervention protocols within an interdisciplinary framework.

- Address the family, school and social environment

- Manage the dynamics of therapeutic time

- Implement silence into family intervention

- Manage the emotional crises within a session and children or adolescents and adults

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- Use the intervention to determine when it is necessary for other professionals to join the analysis process

- Developing and understanding mutations and new forms of disease

- Develop knowledge that discriminates an important problem of natural evolution within the process of family coexistence

- Master knowledge of current systemic psychopathology

- Develop monitoring models that express the changes in stress pathologies

04

Course Management

The teaching staff is made up of psychology professionals who are experts in family therapy, with a long track record in working with this type of intervention. They will teach you how to intervene therapeutically with patients suffering from stress, acquiring the necessary resources to take direct advantage of the possibilities of family therapy.

A teaching staff of professional experts in family therapy will be in charge of accompanying you in your learning process, in a direct and accessible way"

International Guest Director

Dr. David H. Rosmarin is a renowned **clinical psychologist** and founder of the **Center for Anxiety**, where he has led a team of more than 80 physicians who treat more than 1,000 patients annually. His specialization encompasses **intensive** and **outpatient treatment** of anxiety disorder, as well as **depression** in all ages. In addition, his approach combines **scientific evidence with spirituality,** seeking to transform the pathology into a strength that contributes to **personal growth.**

He has also held prominent positions as **Associate Director of Psychology in the Department of Psychiatry** at Harvard Medical School and as **Director** of the S**pirituality and Mental Health Program at McLean Hospital.** These positions have allowed him to develop advanced skills in **clinical treatment and mental health** integration. Likewise, his ability to lead teams and train new professionals has been fundamental to the advancement of **psychological practice.**

Internationally, he has been recognized for his innovative contributions in the treatment of **Anxiety and Depression.** In this sense, he has received multiple awards for his **clinical and academic work,** standing out as a **pioneer** in mental health. Also, his approach, which has promoted the acceptance of **human emotions** as a way to overcome the stigmas associated with these disorders, has earned him invitations to prestigious **conferences and events** around the world.

In addition to his clinical practice, he has authored numerous peer-reviewed **articles and publications**. His research has focused on the relationship between **spirituality and mental health,** exploring how these elements can be integrated into the treatment of **emotional disorders.** Additionally, his commitment to professional development has been reflected in the **APPIC-approved Anxiety Center Psychology** program.

Dr. Rosmarin, David H.

- Director of the Mental Health Program at McLean Hospital, Massachusetts, United States
- Associate Director of Psychology in the Department of Psychiatry at Harvard Medical School
- Director of the Spirituality and Mental Health Program at McLean Hospital
- Assistant, Department of Psychiatry, Harvard University
- Postdoctoral Fellowship in Clinical Psychology at Harvard University
- Ph.D. in Clinical Psychology from Bowling Green State University
- Master's Degree in Counseling Psychology from the University of Toronto

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

Management

Dr. Aguado Romo, Roberto

- President of the European Institute of Time-Limited Psychotherapy
- Psychologist in private practice
- Researcher in Time Limited Psychotherapy
- Guidance team coordinator for many educational centers
- Author of several books on Psychology
- Communicator and expert in Psychology in the media
- University courses and studies teacher
- Master's Degree in Clinical and Health Psychology
- Specialist in Clinical Psychology
- Selective Dissociation Targeting Specialist

Professors

Dr. González Agüero, Mónica

- Psychologist in charge of the Department of Child and Adolescent Psychology at Quirónsalud Marbella Hospital and Avatar Psichologists
- Psychologist and Teacher at the European Institute of Limited Time Psychotherapies (IEPTL)
- Degree in Psychology from the National University of Distance Education (UNED)

Dr. Roldán, Lucía

- Health Psychologist.
- Cognitive-Behavioral Intervention Specialist
- Master's Degree in Time-Limited Psychotherapy and Health Psychology
- Expert in Energy Therapy Intervention

Dr. De Dios González, Antonio

- Director of Avatar Psychologists
- Director of the Psychology Department of Quirónsalud Hospital in Marbella.
- Director of the Clinical and Health Area of Iridia Hispania
- Trainer at the Spanish Red Cross
- Specialist in Clinical Hypnosis and Relaxation
- Specialist in Emotional Freedom Technique by the World Center for EFT
- Transpersonal Therapist in the Spanish School of Transpersonal Development
- Bachelor in Psychology at the Complutense University of Madrid
- Master in Time-Limited Psychotherapy and Health Psychology at the European Institute of Time-Limited Psychotherapies
- Master's Degree in Neuro-Linguistic Programming (NLP- Richard Bandler's Society of Neuro-Linguistic Programming

Mr. Gandarias White, Gorka

- Psychologist specialized in Psychotherapy and Gestalt Therapy Director of the URASKA clinical center
- Head of the Guidance and Educational Innovation Department of the San José School in Nanclares de la Oca
- Psychologist specialized in psychotherapy recognized by the EFPA (European Federation of Psychologists' Associations)
- Degree in Psychology. Deusto University
- Master's Degree in Time-Limited and Health Psychotherapy
- International Master's Degree in Clinical and Health Psychology
- Diploma in Gestalt Therapy
- Cooperative Learning Specialist, Coach Level in the Conscious Emotional Bonding Model (VEC)

Dr. Martínez Lorca, Manuela

- Health Psychologist
- Teacher in the Department of Psychology at the University of Castilla La Mancha
- Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- Specialist in Clinical Hypnosis and Relaxation
- Degree in Psychology
- Doctor of Medicine

05
Structure and Content

The structure of the contents has been designed by a team of experts in psychology, who have taken into account the latest strategies and developments in the sector. In a structured way, a complete syllabus has been developed, oriented towards practical learning with a direct look at the implementation of what has been learn, with the security of the most up-to-date knowledge.

A comprehensive but specific syllabus that will lead you to your learning goals in an interesting and effective way"

Module 1. Psychodiagnosis and Assessment of the Family System

1.1. Anthropological, Historical, Sociological and Psychological Perspective of the Family

1.2. Diagnosis as a Catalyst for the Therapeutic Bond

1.3. Assessor Skills

    1.3.1. Be Useful in the Process

    1.3.2. Understand What is Happening

    1.3.3. Be Open and Understanding

    1.3.4. Become a Figure of Authority

1.4. Psychodiagnosis and Assessment of the Family System

    1.4.1. Language

    1.4.2. Pathological and Healthy Bonds

    1.4.3. Use of Others

    1.4.4. Rejection and Abandonment

    1.4.5. Stress, Distress and Eustress

    1.4.6. Conflicts and Tensions

    1.4.7. Family Psychopathology

1.5. Place in the Fraternity and Social Desirability

    1.5.1. Family Composition

    1.5.2. The Right to Have Siblings

    1.5.3. Twins

    1.5.4. The Sick Sibling

    1.5.5. Grandparents, Uncles and Aunties

    1.5.6. Other Components

1.6. Psychodiagnostics Objectives

    1.6.1. Bonds between the Evaluator and the Evaluated

    1.6.2. Discover What Truly Exists

    1.6.3. Clarify the Facts

    1.6.4. Explain the Scientific Facts of the State of the Subject

    1.6.5. Understand the Relationship Between the Individual in the Study and the Situation They Have Experienced

1.7. Millon's Clinical Multiaxial Inventory (MCMII-III)

    1.7.1. Modifying Scales: Desirability and Alteration Index

    1.7.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive

    1.7.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid

    1.7.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, P-Trauma Stress D

    1.7.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium

1.8. CATELL's 16 PF-5

    1.8.1. Agreeableness, Reasonableness, Stability, Dominance, Encouragement, Attention to Standards, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to Change, Self-sufficiency, Perfectionism and Tension. Incorporate a Social Desirability (SD), an Infrequency (IN) and an Acquiescence (AQ) Scale to Control Response Bias

1.9. Child and Adolescent Assessment System BASC

    1.9.1. Internalized problems: Depression, Anxiety, Social Anxiety, Somatic Complaints, Obsessive-Compulsion and Post-Traumatic Symptomatology

    1.9.2. Externalized Problems: Hyperactivity and Impulsivity, Attention Problems, Aggressiveness, Defiant Behavior, Anger Control Problems, Antisocial Behavior

    1.9.3. Specific Problems: Developmental Delay, Eating Behavior Problems, Learning Disabilities, Schizotypy, Substance Abuse, etc

1.10. Questionnaire for the Evaluation of Adopters, Caregivers, Guardians and CUIDA

1.11. Personality Assessment Inventory (PAI)

    1.11.1. 4 Validity Scales (Inconsistency, Infrequency, Negative Impression, Positive Impression)

    1.11.2. 11 Clinical Scales (Somatic Complaints, Anxiety, Anxiety-related disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline traits, Antisocial traits, Alcohol problems, and Drug problems)

    1.11.3. 5 Scales of Consideration for Treatment (Aggression, Suicidal Thoughts, Stress, Lack of Social Support, and Refusal of Treatment)

    1.11.4. 2 Scales of Interpersonal Relationships (Dominance and Agreeableness)

    1.11.5. 30 Subscales Providing More Detailed Information

1.12. Study of the Story's Credibility

    1.12.1. CBCA System (Criteria-Based Content Analysis)

    1.12.2. The Statement Validity Assessment (SVA) Udo Undeutsch

    1.12.3. SVA = Interview + CBCA + Validity Checklist

Module 2. The Family Interview

Module 3. Family Stress

Module 4. Family Bonds and Systemic Organization

Module 5. Family Models and Parenting Roles

5.1.   Separation, Divorce and Nulled Marriage
5.2.   Disability from the Expert's Point of View
    5.2.1.   Deficiency, Disability and Handicap
    5.2.2.   Civil Incapacity and Labor Incapacity
    5.2.3.   Degrees of Permanent Disability
    5.2.4.   Major Disability
5.3.   Gender Violence
    5.3.1.   Psychological Violence
    5.3.2.   Psychological Consequences of Violence
5.4.   Abuse
    5.4.1.   Confirmation
    5.4.2.   Psychological Consequences
    5.4.3.   Causal Nexus
5.5.   Secondary Victimization
    5.5.1.   Credibility of Testimony
    5.5.2.   Difficulty of the Psychological Opinion
5.6.   Psychological Support for Family Members
5.7.   Juvenile Expertise
5.8.   Psychopedagogical Drug Addict Expert
5.9.   Elderly Expert
5.10.   Profile of the Basic Emotion "Guilt" in Current Research

Module 6. Modes of Intervention in Family Therapy

6.1.   Notion of Conflict
    6.1.1.   Changing the Attitude Towards Team Cooperation
    6.1.2.   Improve Attitude
    6.1.3.   Emphasizing Performance
6.2.   Types of Conflict
    6.2.1.   Attraction-Attraction
    6.2.2.   Evasion-Evasion
    6.2.3.   Attraction-Evasion

You will learn without losing motivation, gradually and completely"

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH we use the Case Method

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

With TECH you will experience 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 physician'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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate 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.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This 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, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

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)

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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. 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 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 TECH's 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.

Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. 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.

20%

15%

15%

3%

20%

17%

7%

3%

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 on the usefulness of learning by observing experts. The system known as 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 Family Therapy and Stress guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma 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 Family Therapy and Stress** 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.
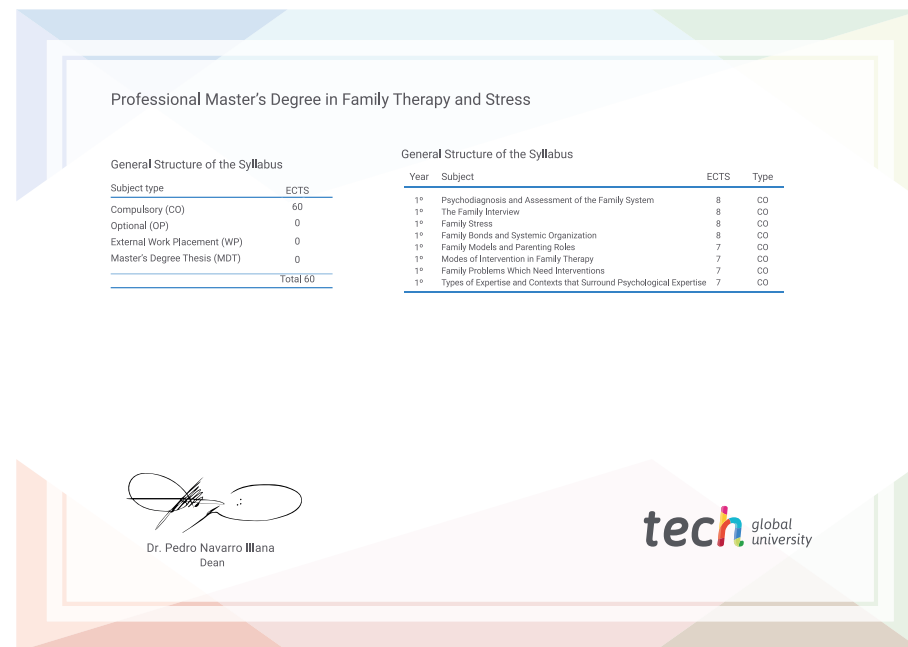
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Family Therapy and Stress**

Modality: **online**

Duration: **12 months.**

Accreditation: **60 ECTS**

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tech *global university*

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Family Therapy and Stress

This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

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

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Professional Master's Degree in Family Therapy and Stress

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Psychodiagnosis and Assessment of the Family System	8	CO
1º	The Family Interview	8	CO
1º	Family Stress	8	CO
1º	Family Bonds and Systemic Organization	8	CO
1º	Family Models and Parenting Roles	7	CO
1º	Modes of Intervention in Family Therapy	7	CO
1º	Family Problems Which Need Interventions	7	CO
1º	Types of Expertise and Contexts that Surround Psychological Expertise	7	CO

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Dean

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*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.

Professional Master's Degree
Family Therapy and Stress

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

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