

Hybrid Professional Master's Degree General Health Psychology



Hybrid Professional Master's Degree

General Health Psychology

Course Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.

Website: www.techtitute.com/in/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-general-health-psychology

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01

Introduction

Nowadays, General Health Psychology has become a fundamental element in people's health care. Psychology has evolved greatly in recent years, allowing increasingly specific and effective applications to treat a wide variety of disorders and mental health problems. Advances in technology, research and therapies have led to a greater understanding of the human mind and, consequently, to the application of more effective and personalized treatments. This program in General Health Psychology at TECH focuses on preparing students to face the challenges of the real world and provide quality care to their patients, with a comprehensive education that covers all relevant areas of Health Psychology. It is essential to have professionals qualified to assess and intervene in aspects of people's behavior and activity that influence the promotion and improvement of their general state of health.



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This Hybrid Professional Master's Degree in General Health Psychology from TECH is designed to prepare students to develop professionally in the field of Health Psychology”

General Health Psychology has experienced an important advance in recent years due to the growing need to address mental health in primary and hospital care settings. This specialty is responsible for the prevention, diagnosis, treatment and rehabilitation of psychological and emotional disorders that affect the physical and mental health of people.

At present, General Health Psychology is a discipline of great importance and prevalence in society, since mental and emotional disorders are present in most medical pathologies. For this reason, it is essential to have highly trained and specialized professionals in this field to provide comprehensive and quality care to patients.

TECH's Hybrid Professional Master's Degree in General Health Psychology is a highly recommended option for those seeking to specialize in this area of Psychology. This program offers a rigorous and updated theoretical and practical education, which allows the student to acquire the necessary skills to address the different disorders and problems related to mental health in the health field.

One of the advantages of TECH's Hybrid Professional Master's Degree in General Health Psychology is that it offers practical education of 3 weeks' duration in a center chosen by the student. In this way, students have the opportunity to apply the knowledge acquired in a real environment and gain experience in handling clinical cases and interacting with patients, which allows them to consolidate their academic specialization and be better prepared to face the challenges of professional practice.

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

- ♦ Development of more than 100 clinical cases presented by nursing professionals with expertise in intensive care and university professors with extensive experience in the critical patient
- ♦ Its graphic, schematic and practical contents provide scientific and assistance information on those medical disciplines that are essential for professional practice
- ♦ Patient assessment and monitoring, mastery of the legal framework of psychology as a health profession, identification of psychosocial of Psychology as a health profession, identification of psychosocial actors in the health-disease process, psychological assessment process, psychological intervention in childhood and adolescence, etc.
- ♦ Presentation of practical workshops on procedures, diagnosis, and treatment techniques in patients
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ Practical clinical guides on approaching different Psychological Intervention
- ♦ With a special emphasis on evidence-based medicine and research methodologies in General Health Psychology
- ♦ All of this will be complemented by 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
- ♦ Furthermore, you will be able to carry out a clinical internship in one of the best hospital centers

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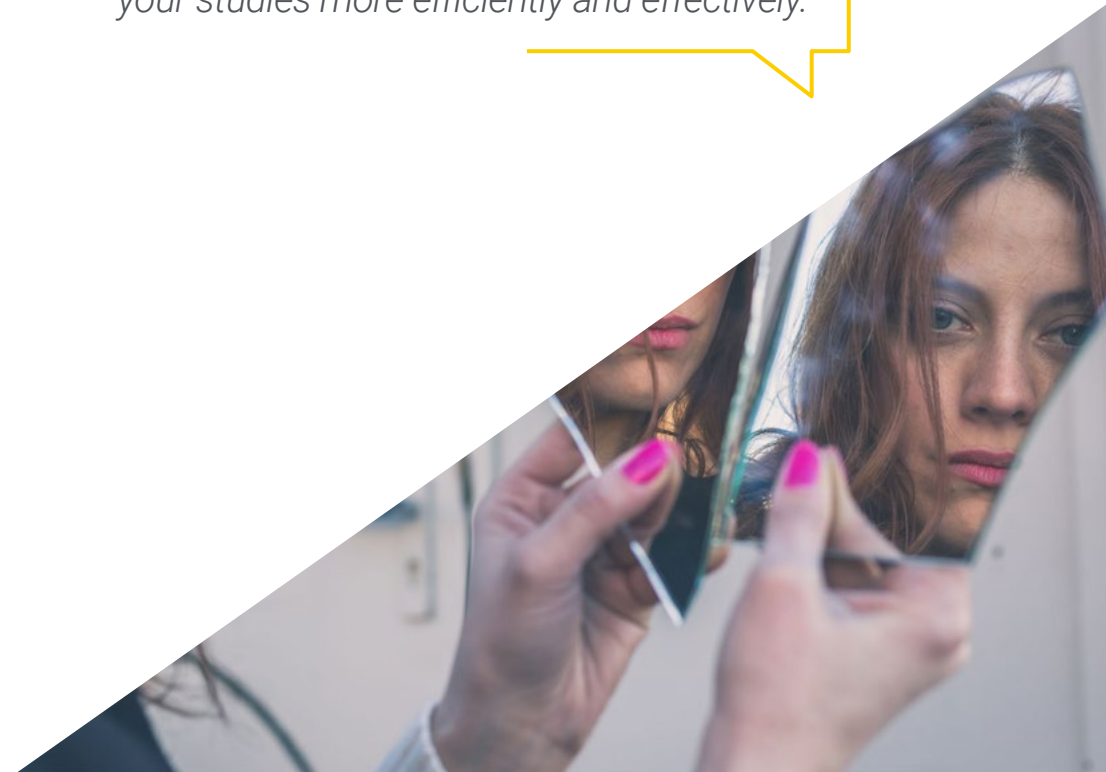
Enjoy an intensive 3-week stay in a reputable center and get up to date on the latest procedures to achieve personally and professional growth”

In this proposal for a Master's Degree, of a professionalizing nature and hybrid learning modality, the program is aimed at updating veterinary professionals who perform their functions in minimally invasive surgery units in small animals, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a teaching manner to integrate theoretical knowledge into veterinary practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in patient management.

Thanks to their multimedia content developed with the latest educational technology, they will allow the veterinary professional to obtain situated and contextual learning, i.e. a simulated environment that will provide immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the professional 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.

Expand your knowledge through the Professional Master's Degree in General Health Psychology, in a practical way and adapted to your needs.

You will have access to more advanced technology, which will allow you to carry out your studies more efficiently and effectively.



02

Why Study this Hybrid Professional Master's Degree?

General Health Psychology is a specialty in constant evolution and of great importance nowadays. TECH's Hybrid Professional Master's Degree in General Health Psychology provides a complete and updated education for those who wish to specialize in this field, allowing students to acquire the necessary skills to address the different disorders and problems related to mental health in the health field. The practical program offered by the program is an excellent opportunity to consolidate theoretical training and gain experience in the management of clinical cases.



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Develop new skills during the theoretical and practical study that this degree offers"

1. Updating from the Latest Technology Available

Keeping up to date with the latest technology available is crucial for any specialist in General Health Psychology. For this reason, TECH presents a Practical Training that will allow the professional to enter a cutting-edge clinical environment and access to the latest technology for data processing and other tasks that will facilitate their interventions.

2. Gaining In-depth Knowledge from the Experience of Top Specialists

The experience of the best specialists is essential to deepen in any field of General Health Psychology. To this end, TECH has a large team of professionals who will accompany the specialist throughout the practical period, guaranteeing an unprecedented update. In addition, students will have the opportunity to see real patients in a state-of-the-art environment and incorporate the most effective procedures and approaches into their daily practice.

3. Entering First-Class Clinical Environments

Entering first-rate clinical settings is essential for any specialist in General Health Psychology. For this reason, TECH carefully selects the centers available for practical training, guaranteeing the professional access to a prestigious clinical environment in the area. In this way, the specialist will always be able to apply the latest scientific theses and postulates in his work methodology.





4. Combining the Best Theory with State-of-the-Art Practice

Combining the best theory with the most advanced practice is fundamental for effective learning in any field of General Health Psychology. TECH offers a learning model practical which allows you to get of latest techniques and, best of all, to put it into professional practice in a short period of time.

5. Expanding the Boundaries of Knowledge

Expanding the frontiers of knowledge is a unique opportunity for any specialist in General Health Psychology. To this end, TECH offers the possibility to carry out the Practical Training not only in national but also international centers, but also international. In this way, the professional will be able to keep up to date with the best specialists practicing in first class hospitals in different continents.



*You will have full practical immersion
at the center of your choice"*

03

Objectives

The specific and general objectives set out by TECH for the student to achieve their goal include theoretical and practical teaching in different areas of Clinical and Health Psychology, the development of skills for the evaluation and diagnosis of disorders, training in therapeutic interventions and the acquisition of skills in patient care. All of this with the aim of preparing highly trained professionals in the approach to mental and emotional disorders in the health field.





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Up to date your professional profile to access new opportunities in the field of Psychological Intervention in the health area"



General Objective

- The main objective of the hybrid Professional Master's Degree in General Health Psychology is to prepare professionals capable of practicing General Health Psychology in accordance with current legislation. To this end, the curriculum focuses on providing students with the skills necessary to conduct effective assessments and interventions that promote and improve the overall health status of individuals





Specific Objectives

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

- ♦ Understand the definition and characteristics of Clinical and Health Psychology, its historical background and its relationship with other disciplines
- ♦ Gain knowledge about the legal framework that regulates the practice of General Health Psychology in Spain and other countries, as well as the main controversies
- ♦ Study ethical and deontological standards in the practice of both the health profession and research, with emphasis on data protection obligations
- ♦ Provide a biopsychosocial perspective on health problems and comment on the theories that explain the relationship between psychological factors and health status
- ♦ Detail the different explanatory theories of stress and its impact on health and disease in individuals
- ♦ Understand the importance of interprofessional communication in General Health Psychology and to detail how it is carried out and the health care settings in which it is most frequently performed
- ♦ Know the main models of psychopathology and the current classification systems and understand their usefulness for health psychology
- ♦ Describe what evidence-based clinical practice consists of, the benefits it provides, the methodology it uses, the skills needed to develop it, and its limitations and future challenges
- ♦ Discover how outcome assessment and evaluation of the therapeutic process is carried out

- ♦ Delve into the phases of the research process in psychology and the different research designs that can be used
- ♦ Present the main ways of applying new technologies to psychological intervention, as well as their main advantages and disadvantages

Module 2. Evaluation in General Health Psychology

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

Module 3. Skills and Techniques of a General Health Psychologist

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



Module 4. Psychological Intervention in Childhood and Adolescence

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

Module 5. Psychological Intervention in Adults

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

Module 6. Psychological Intervention in the Elderly

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

Module 7. Neuropsychological Assessment and Rehabilitation

- ♦ Recognize the definition and objectives of Neuropsychology, as well as the fields of application of Neuropsychology and the relationship with General Health Psychology
- ♦ Explain the neuropsychological characteristics and consequences
- ♦ Identify the main causes of acquired brain damage and its repercussions at the neuropsychological level
- ♦ Explain the characteristics of neuropsychological assessment
- ♦ Understand the fundamentals of neuropsychological rehabilitation and the different aspects in which it can be applied
- ♦ Gain knowledge about the neuroanatomical basis of the main neuropsychological functions
- ♦ Gain knowledge about the main neuropsychological function disorders, as well as the most appropriate assessment and rehabilitation techniques for these problems

Module 8. Research Applied to Health Psychology

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

Module 9. Intervention in Couple Problems

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

Module 10. Health Promotion and Prevention in Health Psychology

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



Module 11. Clinical Psychopharmacology

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

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The theoretical part of the program is taught 100% online, which allows for greater flexibility and adaptation to the needs of each student”

04 Skills

Upon completion of the Hybrid Professional Master's Degree in General Health Psychology, the student will have acquired a set of valuable professional competencies. Will be able to apply the theoretical and practical knowledge acquired in the diagnosis, treatment and intervention in different areas of mental health. In addition, you will be able to provide quality psychological care that is up-to-date and based on the latest scientific evidence. You will also be able to work as part of a team and collaborate in the development of intervention and treatment plans in a healthcare context. In this way, this program offers the student the necessary training to excel as a professional in the field of Health Psychology.





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Through this program you will be able to up to date your knowledge in General Health Psychology and be able to provide quality care, based on the latest scientific evidence"



General Skills

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

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TECH brings together the most knowledgeable professors, experts in the field and who have extensive experience in the field of Health Psychology, which guarantees a quality education”





Specific Skills

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

05

Course Management

The teaching staff of the Hybrid Professional Master's Degree in General Health Psychology is composed of highly qualified professionals with extensive experience in the field of Health Psychology. They are specialists in different areas of mental health, such as psychotherapy, neuropsychology, psychopathology and psychopharmacology, among others. In addition, they have a solid background in teaching methodology, which allows them to offer up-to-date, dynamic teaching adapted to the needs of the student. Thanks to their dedication and commitment, students will be able to acquire the knowledge and skills necessary to perform as health psychology professionals with excellence and efficiency.





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*Leading Communication Management
in the field of General Health Psychology
will provide you with the most relevant
advances in this field”*

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



06

Educational Plan

The syllabus of the Hybrid Professional Master's Degree in General Health Psychology has been carefully designed to meet the specific requirements of this sector, following the demands of the teaching team in charge of the program. The syllabus offers a broad perspective of the field of Health Psychology from a global perspective, with the intention of preparing students to apply their knowledge at an international level. From the first module, students will acquire a solid knowledge base and will be supported by a team of experts to guide them in their evolution. The curriculum has been structured in a comprehensive manner, covering all relevant areas of Health Psychology, so that graduates are prepared to face the challenges of the real world and provide quality care to their patients.





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This curriculum has been designed to provide students with a comprehensive training that covers all relevant areas of Health Psychology”

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. Legal Framework for Psychology as a Health Profession
 - 1.2.1. History of Health Psychology in Spain
 - 1.2.2. Current Legislation of Health Psychology in Spain
 - 1.2.3. Controversies and Future Challenges in Health Psychology
- 1.3. Ethical and Deontological Aspects of Health Psychology
 - 1.3.1. Basic Concepts of Ethics and Deontology
 - 1.3.2. Ethical-Deontological Aspects of Psychology as a Scientific Discipline
 - 1.3.3. Ethical-Deontological Aspects of Psychology as a Scientific Discipline
 - 1.3.4. Data Protection in Psychology
- 1.4. Health: Conceptualization and Models
 - 1.4.1. Conceptualization of Health
 - 1.4.2. Health Models
 - 1.4.3. Theories of Behavior and Health
- 1.5. Stress and Psychosocial Factors in the Health-Disease Process
 - 1.5.1. Theories of Stress
 - 1.5.2. Relationship between Stress and Disease
 - 1.5.3. Personality and Health
- 1.6. Interprofessional and Health Outcomes Communication
 - 1.6.1. Psychosocial Rehabilitation
 - 1.6.2. Health Care from the Community and Hospital Settings
 - 1.6.3. Results Communication
- 1.7. Diagnostic Classifications: Basic and Differential Aspects
 - 1.7.1. Concepts and Models in Psychopathology
 - 1.7.2. Diagnostic Classifications in Psychopathology
 - 1.7.3. New Classification Systems in Psychopathology
- 1.8. Fundamentals of Evidence-Based Clinical Practice and Evidence-Based Evaluation
 - 1.8.1. Introduction to Evidence-Based Clinical Practice
 - 1.8.2. Evidence-Based Clinical Practice Methodology
 - 1.8.3. Evidence-Based Psychology

- 1.9. Evidence-Based Psychological Treatments
 - 1.9.1. History of Effectiveness Evaluation
 - 1.9.2. Clinical Practice Guidelines
 - 1.9.3. Limitations and Challenges of Evidence-Based Treatments
- 1.10. Transdiagnostic Approach and Evaluation of Processes and Outcomes
 - 1.10.1. Transdiagnostic Approach
 - 1.10.2. Evaluation of Therapeutic Results
 - 1.10.3. Evaluation of Therapeutic Processes
- 1.11. Fundamentals of Research and New Technologies in Health Psychology
 - 1.11.1. Scientific Research in Psychology
 - 1.11.2. Research Designs
 - 1.11.3. Intervention through New Technologies
- 1.12. Scientific-Professional Resources for Healthcare Practice
 - 1.12.1. Criteria and Search in Systematic Reviews
 - 1.12.2. Study Selection and Data Extraction in Systematic Reviews
 - 1.12.3. Analysis of Results in Systematic Reviews

Module 2. Evaluation in General Health Psychology

- 2.1. Psychological Evaluation Process
 - 2.1.1. Descriptive-Predictive Process
 - 2.1.2. Intervention-Evaluation Process
- 2.2. Evaluation Techniques in Health Psychology
 - 2.2.1. Features of the Evaluation Techniques
 - 2.2.2. Types of Evaluation Techniques
- 2.3. The Interview as an Evaluation 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. Evaluation for Problem Identification

- 2.6. Clinical Formulation
 - 2.6.1. Clinical Case Formulation
 - 2.6.2. Functional Analysis (Conceptual and Empirical Foundations)
 - 2.6.3. Functional Analysis (Strategies)
- 2.7. Communication of Results in Health Psychology
 - 2.7.1. Return Interview
 - 2.7.2. Written Report
- 2.8. Quality of Life, Lifestyle and Stress Assessment
 - 2.8.1. Evaluation of Quality of Life and the Intervention Process
 - 2.8.2. Lifestyle and Self-Efficacy for Health Assessment
 - 2.8.3. Stress Evaluation
- 2.9. Assessment in Chronic Conditions
 - 2.9.1. Psychological Assessment in HIV
 - 2.9.2. Psychological Assessment in Chronic Pain
 - 2.9.3. Psychological Assessment in Oncology Patients
- 2.10. Assessment in Schizophrenia Spectrum Disorders
 - 2.10.1. Theoretical and Conceptual Aspects in the Assessment of Schizophrenia Spectrum Disorders
 - 2.10.2. Assessment Tools for Schizophrenia Spectrum Disorders
- 2.11. Assessment in Depressive and Bipolar Disorders
 - 2.11.1. Theoretical and Conceptual Aspects in the Assessment of Depressive and Bipolar Disorders
 - 2.11.2. Assessment Tools in Depressive and Bipolar Disorders
- 2.12. Assessment in Anxiety Disorders
 - 2.12.1. Theoretical and Conceptual Aspects in the Assessment of Anxiety Disorders
 - 2.12.2. Anxiety Disorders Assessment Tools
- 2.13. Assessment in Trauma-Related, Dissociative, Somatic Symptom and OCD Disorders
 - 2.13.1. Trauma-Related Disorders and Dissociative Disorders
 - 2.13.2. Somatic Symptom Disorders
 - 2.13.3. Obsessive-Compulsive Disorder and Related Disorders
- 2.14. Assessment of Eating Disorders, Sleep, and Excretion Disorders
 - 2.14.1. Eating Disorders
 - 2.14.2. Sleep Disorders
 - 2.14.3. Excretory Disorders

- 2.15. Assessment in Sexual and Paraphilic Disorders
 - 2.15.1. Sexual Dysfunctions
 - 2.15.2. Paraphilic Disorders
- 2.16. Assessment in Addiction Disorders
 - 2.16.1. Diagnostic Criteria for Addictive Disorders
 - 2.16.2. Addictive Disorders Assessment Tools
 - 2.16.3. Personality Disorders

Module 3. Skills and Techniques of a General Health Psychologist

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

- 3.8. Contribution of Psychodynamic, Phenomenological-Existential, and Humanistic models
 - 3.8.1. Psychodynamic Models
 - 3.8.2. Phenomenological-Existential and Humanistic Models
- 3.9. Behavioral Techniques
 - 3.9.1. Relaxation Techniques
 - 3.9.2. Exposure Techniques
 - 3.9.3. Operant Techniques
- 3.10. Cognitive Techniques
 - 3.10.1. Skill Training
 - 3.10.2. Cognitive restructuring
- 3.11. Third Generation Therapies
 - 3.11.1. Therapies Based on Mindfulness
 - 3.11.2. Dialectical Behavior Therapy
 - 3.11.3. Behavioral Activation Therapy
 - 3.11.4. Functional Analytic Psychotherapy
- 3.12. Group Intervention and Family Therapy
 - 3.12.1. Group Intervention
 - 3.12.2. Family Therapy
- 3.13. Positive Psychology
 - 3.13.1. Positive Psychology: Concepts
 - 3.13.2. Positive Psychology: Techniques
- 3.14. Health Psychology
 - 3.14.1. Prevention and Health Promotion
 - 3.14.2. Counseling



Module 4. Psychological Intervention in Childhood and Adolescence

- 4.1. Fundamentals of Child and Adolescent Assessment
 - 4.1.1. Peculiarities of Psychological Assessment 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. Attention Deficit Hyperactivity Disorder Intervention
 - 4.3.1. Attention Deficit Hyperactivity Disorder: Etiology, Course, and Prevalence
 - 4.3.2. Attention Deficit Hyperactivity Disorder: Assessment Tools
 - 4.3.3. Attention Deficit Hyperactivity Disorder: Scientific Evidence
 - 4.3.4. Attention Deficit Hyperactivity Disorder: Psychological Intervention Techniques
- 4.4. Intervention in 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 Excretory Disorders
 - 4.8.1. Excretory Disorders: Etiology, Course and Prevalence
 - 4.8.2. Excretory Disorders: Scientific Evidence
 - 4.8.3. Excretory Disorders: Psychological Intervention Techniques
- 4.9. Intervention in Behavioral Disorders
 - 4.9.1. Behavioral Disorders: Etiology, Course and Prevalence
 - 4.9.2. Behavioral Disorders: Assessment Tools
 - 4.9.3. Behavioral Disorders: Empirical Evidence
 - 4.9.4. Behavioral Disorders: Intervention Techniques
- 4.10. Intervention in Substance Use Disorders in Children and Adolescents
 - 4.10.1. Substance Use Disorders: Etiology, Course and Prevalence in Childhood and Adolescence
 - 4.10.2. Substance Use Disorders: Scientific Evidence
 - 4.10.3. Substance Use Disorders: Intervention Techniques

Module 5. Psychological Intervention in Adults

- 5.1. Psychological Intervention in Psychotic Disorders
 - 5.1.1. Psychotic Disorders: Etiology, Course, and Prevalence
 - 5.1.2. Psychotic Disorders: Scientific Evidence
 - 5.1.3. Psychotic Disorders: Psychological Intervention Techniques
- 5.2. Psychological Intervention in Depressive and Bipolar Disorders
 - 5.2.1. Intervention in Depressive Disorders
 - 5.2.1.1. Depressive Disorders: Etiology, Course, and Prevalence
 - 5.2.1.2. Depressive Disorders: Scientific Evidence
 - 5.2.1.3. Depressive Disorders: Psychological Intervention Techniques
 - 5.2.2. Intervention in Bipolar Disorder
 - 5.2.2.1. Bipolar Disorder: Etiology, Course, and Prevalence
 - 5.2.2.2. Bipolar Disorder: Scientific Evidence
 - 5.2.2.3. Bipolar Disorder: Psychological Intervention Techniques

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

Module 6. Psychological Intervention in the Elderly

- 6.1. Psychogerontology
 - 6.1.1. Introduction to Psychogerontology
 - 6.1.2. Aging Population
 - 6.1.3. Psychosocial Models of Aging
 - 6.1.4. Therapeutic Skills for Assessment and Intervention with the Elderly
- 6.2. Transitions and Life Changes in Midlife and Aging
 - 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. Search for Scientific Information
 - 8.2.1. Information Sources
 - 8.2.2. Search Strategy
 - 8.2.3. Other Aspects of the Search Process
- 8.3. Systematic Reviews: Data Selection and Extraction Process
 - 8.3.1. Selection Process
 - 8.3.1.1. Study Selection
 - 8.3.1.2. Other Aspects of the Selection Process
 - 8.3.2. Data Extraction
 - 8.3.2.1. Data Extraction: Data to be Extracted and Sources
 - 8.3.2.2. Data Extraction: Extraction Process
- 8.4. Systematic Reviews: Risk of Bias Assessment
 - 8.4.1. Sources and Dimensions of Bias
 - 8.4.2. Risk of Bias within Studies
 - 8.4.3. Risk of Bias across Studies
- 8.5. Meta-Analysis
 - 8.5.1. Measuring the Effect
 - 8.5.2. Summary of Effects across Studies
 - 8.5.3. Heterogeneity
- 8.6. Scientific Report and Bibliographic References
 - 8.6.1. Requirements and Sections of a Scientific Report
 - 8.6.2. Referencing Styles
 - 8.6.3. Citing and Referencing with APA Standards
- 8.7. Experimental Designs
 - 8.7.1. Cross-Group Experimental Designs
 - 8.7.1.1. Cross-Group Experimental Designs: Features and Types
 - 8.7.1.2. Cross-Group Experimental Designs: Data Analysis Techniques
 - 8.7.2. Intrasubject Experimental Designs
 - 8.7.2.1. Intrasubject Experimental Designs: Features and Types
 - 8.7.2.2. Intrasubject Experimental Designs: Data Analysis Techniques
- 8.8. Factorial Designs
 - 8.8.1. Ex Post Facto Designs: Features and Types
 - 8.8.2. Ex Post Facto Designs: Data Analysis Techniques
- 8.9. Quasi-Experimental Designs
 - 8.9.1. Ex Post Facto Designs: Features and Types
 - 8.9.2. Ex Post Facto Designs: Data Analysis Techniques
- 8.10. Other Research Designs
 - 8.10.1. Single Case Designs
 - 8.10.1.1. Single Case Designs: Features and Types
 - 8.10.1.2. Single Case Designs: Data Analysis Techniques
 - 8.10.2. Ex Post Facto Designs
 - 8.10.2.1. Ex Post Facto Designs: Features and Types
 - 8.10.2.2. Ex Post Facto Designs: Data Analysis Techniques
 - 8.10.3. Qualitative Research
 - 8.10.3.1. Qualitative Research: Features
 - 8.10.3.2. Qualitative Research: Types

Module 9. Intervention in Couple Problems

- 9.1. Introduction to Couple Problems
 - 9.1.1. Characteristics of Couple Relationships
 - 9.1.2. Evolutionary Cycle of a Couple
 - 9.1.3. Partner Selection Process
 - 9.1.4. Components of the Couple Relationship
 - 9.1.5. Couples Crisis
- 9.2. Types of Attachment and Intimate Relationships
 - 9.2.1. Types of Attachment
 - 9.2.1.1. Types of Attachment: Definition and Influence on Couple Relationships
 - 9.2.1.2. Types of Attachment: Assessment
 - 9.2.2. Intimate Relationships and Associated Dysfunctions
 - 9.2.2.1. Differences between Healthy and Dysfunctional Couples
 - 9.2.2.2. Dysfunctions in Couples
- 9.3. Intimate Relationships and Associated Dysfunctions
 - 9.3.1. Differences between Healthy and Dysfunctional Couples
 - 9.3.2. Dysfunctions in Couples
- 9.4. Domestic Violence
 - 9.4.1. Domestic Violence: Features
 - 9.4.2. Domestic Violence: Intervention with Victims
 - 9.4.3. Domestic Violence: Intervention with Abusers
- 9.5. Substance Abuse in Couples
 - 9.5.1. Substance Abuse in Couples: Features
 - 9.5.2. Substance Abuse in Couples: Intervention
- 9.6. Ending the Relationship
 - 9.6.1. Coping with a Partner's Illness and Death
 - 9.6.1.1. Illness and Death of a Partner: Features
 - 9.6.1.2. Illness and Death of a Partner: Intervention
 - 9.6.2. Separation Processes
 - 9.6.2.1. Separation Processes: Features and Repercussions
 - 9.6.2.2. Separation Processes: Psychological Intervention
- 9.7. Jealousy and Infidelity
 - 9.7.1. Jealousy: Features and Intervention
 - 9.7.2. Infidelity: Features and Intervention
- 9.8. Assessment in Couples Counseling
 - 9.8.1. Interview in Couples Counseling
 - 9.8.1.1. Assessment Interview in Couples Counseling
 - 9.8.1.2. Obstacles in the Interview in Couples Counseling
 - 9.8.2. Assessment Tools in Couples Counseling
 - 9.8.2.1. Assessing Communication in Couples Counseling
 - 9.8.2.2. Assessing the Family Environment in Couples Counseling
 - 9.8.2.3. Assessing Partner Satisfaction and Dyadic Adjustment
 - 9.8.2.4. Assessing Other Relevant Variables in Couples Counseling
- 9.9. Couples Counseling: Intervention Strategies I
 - 9.9.1. Couples Counseling: Types of Therapy
 - 9.9.2. Couples Counseling: Empirical Evidence
- 9.10. Couples Counseling: Intervention Strategies II
 - 9.10.1. Techniques to Encourage Assertiveness and Emotional Expression
 - 9.10.2. Techniques to Encourage Negotiation Strategies and Improve the Emotional Climate
- 9.11. Infertility in Couples and Adoption
 - 9.11.1. Infertility in Couples: Features and Intervention
 - 9.11.2. Adoption: Features and Intervention

Module 10. Health Promotion and Prevention in Health Psychology

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



Module 11. Clinical Psychopharmacology

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

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You will be part of an online learning community, allowing you to interact with other Health Psychology students and professionals around the world”



07

Clinical Internship

After completing the theoretical part of the online program, the student will move on to a Practical Training phase at a leading clinical center. During this period, the student will be assisted by a tutor who will guide them through all stages, from the preparation to the execution of the clinical internship. In this way, the student will have access to a complete and personalized training, which will guarantee an enriching and effective learning experience.





“

Carry out a clinical internship in one of the best hospitals in Spain”

The Practical Training period of the Hybrid Professional Master's Degree in General Health Psychology offers students the opportunity to carry out a practical stay in a reference clinical center, in order to acquire the necessary skills for the provision of quality health care. During this period, the student will work intensively from Monday to Friday, with 8-hour consecutive days, under the supervision of an assistant specialist. The objective of this experience is for the student to be able to apply the most innovative diagnostic procedures and plan state-of-the-art therapeutics for each pathology, working in a safe environment for the patient and with high professional performance.

In this fully hands-on training program, activities are designed for the development and refinement of specific competencies necessary for healthcare in areas and conditions requiring high qualification. It students will have the opportunity from by working in the innovative hospital of the future where real-time health monitoring of patients is at the center of the digital culture of The professionals of health. Therefore, the clinical center becomes the ideal setting for this innovative experience in the improvement of professional medical competencies for the 21st century.

Therefore, the practical stay offered in the Hybrid Professional Master's Degree in General Health Psychology gives students the opportunity to acquire practical skills in a high quality environment, working hand in hand with experienced professionals and in a safe environment for the patient. Intensive practical training in the clinical center of reference allows students to apply the theoretical knowledge acquired in the online part of the program and to acquire a complete and updated training, adapted to the needs of the current labor market in the field of Health Psychology.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for General Health Psychology practice (learning to be and learning to relate).

The procedures described below will form the basis of the practical part of the internship, and their implementation is subject to both the suitability of the patients and the availability of the center and its workload, with the proposed activities being as follows:



You will have the opportunity to complete your internship at recognized facilities across the country, allowing you to gain experience in different healthcare settings"



Module	Practical Activity
Scientific and Professional Foundations of General Health Psychology	Conduct online literature searches on major advances in Health Psychology
	Analyze and compare the different theoretical currents in Health Psychology
	Elaborate an intervention proposal in a practical case, based on the scientific foundations of scientific foundations of Health Psychology
	Participate in online debates and discussions on relevant topics in Health Psychology
Neuropsychological Assessment and Rehabilitation	Perform neuropsychological evaluations to patients with different pathologies
	Design and implement neuropsychological rehabilitation programs in patients with brain injuries
	Participate in team meetings to discuss assessment results and propose personalized intervention strategies
Evaluation in General Health Psychology	Research on new technologies applied to neuropsychological assessment and rehabilitation
	Perform Clinical Interviews to patients with different pathologies
	Apply standardized psychological tests and analyze the results obtained
	Elaborate psychological reports based on the results of the evaluation
Skills and Techniques of a General Health Psychologist	Participate in team meetings to discuss assessment results and propose personalized intervention strategies
	Design and implement intervention programs based on cognitive-behavioral therapy techniques. Cognitive-behavioral therapy techniques
	Apply relaxation and mindfulness techniques in patients with anxiety disorders
	Participate in psychotherapy sessions with an experienced psychologist and analyze the application of different techniques
Health Promotion and Prevention in Health Psychology	Develop communication skills when dealing and empathy with the Patients
	Design and implement programs for the prevention of eating disorders in adolescents
	Participate in crisis and emergency intervention programs. Know the intervention processes for crisis and emergency situations
	Develop communication skills when dealing and empathy with the Patients
Health Promotion and Prevention in Health Psychology	Research on new strategies for prevention and health promotion in Health Psychology

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions for Practical Training

The general terms and conditions of the internship agreement for the program are as follows:

- 1. TUTOR:** During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.
- 2. DURATION:** The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.
- 3. ABSENCE:** If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: The Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

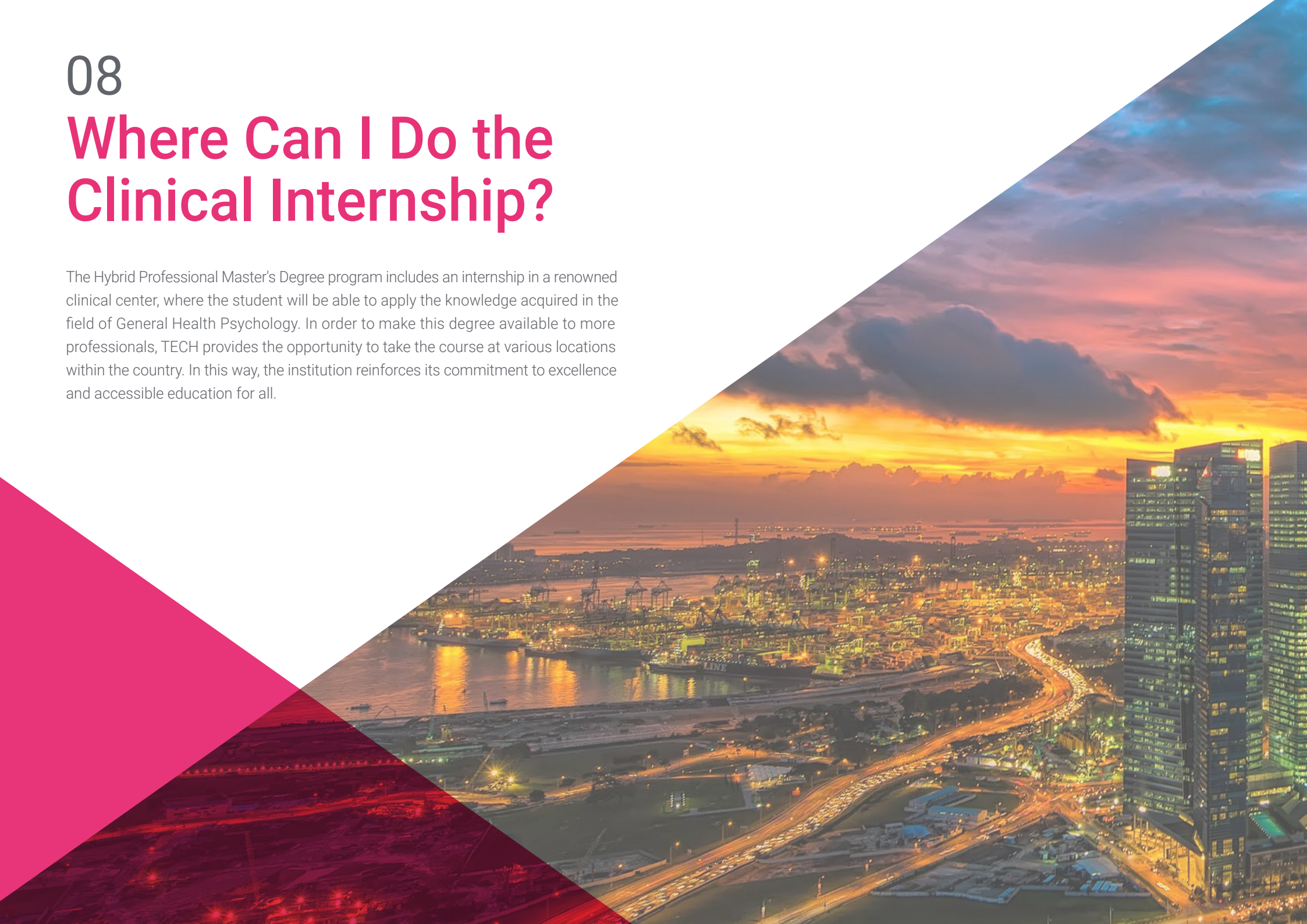
7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

The Hybrid Professional Master's Degree program includes an internship in a renowned clinical center, where the student will be able to apply the knowledge acquired in the field of General Health Psychology. In order to make this degree available to more professionals, TECH provides the opportunity to take the course at various locations within the country. In this way, the institution reinforces its commitment to excellence and accessible education for all.





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The practical approach of this program allows students to apply their knowledge in real-life situations, working closely with other healthcare professionals"



The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:



Psychology

Hospital HM Modelo

Country	City
Spain	La Coruña

Address: Rúa Virrey Osorio, 30, 15011, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Psychology

Hospital HM Rosaleda

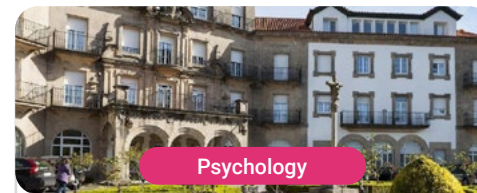
Country	City
Spain	La Coruña

Address: Rúa de Santiago León de Caracas, 1, 15701, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Hair Transplantation
- Orthodontics and Dentofacial Orthopedics



Psychology

Hospital HM La Esperanza

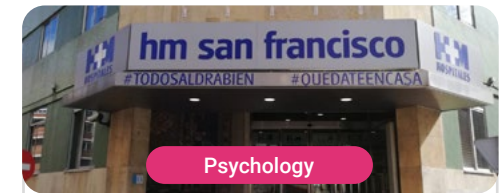
Country	City
Spain	La Coruña

Address: Av. das Burgas, 2, 15705, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Oncology Nursing
- Clinical Ophthalmology



Psychology

Hospital HM San Francisco

Country	City
Spain	León

Address: C. Marqueses de San Isidro, 11, 24004, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Update in Anesthesiology and Resuscitation
- Nursing in the Traumatology Department



Psychology

Hospital HM Regla

Country	City
Spain	León

Address: Calle Cardenal Landázuri, 2, 24003, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Update on Psychiatric Treatment in Minor Patients



Psychology

Hospital HM Montepríncipe

Country	City
Spain	Madrid

Address: Av. de Montepríncipe, 25, 28660 Boadilla del Monte, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Palliative Care
- Aesthetic Medicine



Psychology

Hospital HM Torrelodones

Country	City
Spain	Madrid

Address: Av. Castillo Olivares, s/n, 28250 Torrelodones, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Psychology

Hospital HM Sanchinarro

Country	City
Spain	Madrid

Address: Calle de Oña, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Policlínico HM Gabinete Velázquez

Country	City
Spain	Madrid

Address: C. de Jorge Juan, 19, 1º 28001, 28001, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Clinical Nutrition in Medicine
- Aesthetic Plastic Surgery



Policlínico HM La Paloma

Country	City
Spain	Madrid

Address: Calle Hilados, 9, 28850, Torrejón de Ardoz, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Advanced Operating Room Nursing
- Orthodontics and Dentofacial Orthopedics



Policlínico HM Moraleja

Country	City
Spain	Madrid

Address: P.º de Alcobendas, 10, 28109, Alcobendas, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Rehabilitation Medicine in Acquired Brain Injury Management



Policlínico HM Sanchinarro

Country	City
Spain	Madrid

Address: Av. de Manoteras, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Gynecological Care for Midwives
- Nursing in the Digestive Tract Department



Psychology

Policlínico HM Virgen del Val

Country: Spain
City: Madrid

Address: Calle de Zaragoza, 6, 28804, Alcalá de Henares, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Diagnosis in Physiotherapy
- Physiotherapy in Early Care



Psychology

Policlínico HM Rosaleda Lalín

Country: Spain
City: Pontevedra

Address: Av. Buenos Aires, 102, 36500, Lalín, Pontevedra

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Advances in Hematology and Hemotherapy
- Neurological Physiotherapy



Psychology

Policlínico HM Imi Toledo

Country: Spain
City: Toledo

Address: Av. de Irlanda, 21, 45005, Toledo

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Electrotherapy in Rehabilitation Medicine
- Hair Transplantation



Psychology

Centro de Psicología Altea

Country: Spain
City: Cadiz

Address: Avda. Gesto por la paz – Edif. El Carmen, P-2 -1ºJ 11207 Algeciras (Cádiz)

Psychologists in Algeciras

Related internship programs:

- Clinical and Health Psychology
- General Health Psychology





Dorsia Getafe

Country	City
Spain	Madrid

Address: C. Madrid, 107, 28902 Getafe, Madrid

The Dorsia Getafe clinic has the best team of specialists in the field.

Related internship programs:

- General Health Psychology
- Clinical Nutrition



You will combine theory and professional practice through a demanding and rewarding educational approach"

09

Methodology

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

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



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

At TECH we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

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



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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

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



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



Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

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

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



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

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

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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



10

Certificate

The Hybrid Professional Master's Degree in General Health Psychology guarantees, in addition to the most rigorous and up to date education, the access to a Hybrid Professional Master's Degree issued by TECH Universidad Tecnológica.



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

This **Hybrid Professional Master's Degree in General Health Psychology** contains the most complete and up-to-date program on the professional and educational field.

After the student has passed the assessments, they will receive their corresponding Hybrid Professional Master's Degree diploma issued by TECH Technological University via tracked delivery*.

In addition to the certificate, students will be able to obtain an academic transcript, as well as a certificate outlining the contents of the program. In order to do so, students should contact their academic advisor, who will provide them with all the necessary information.

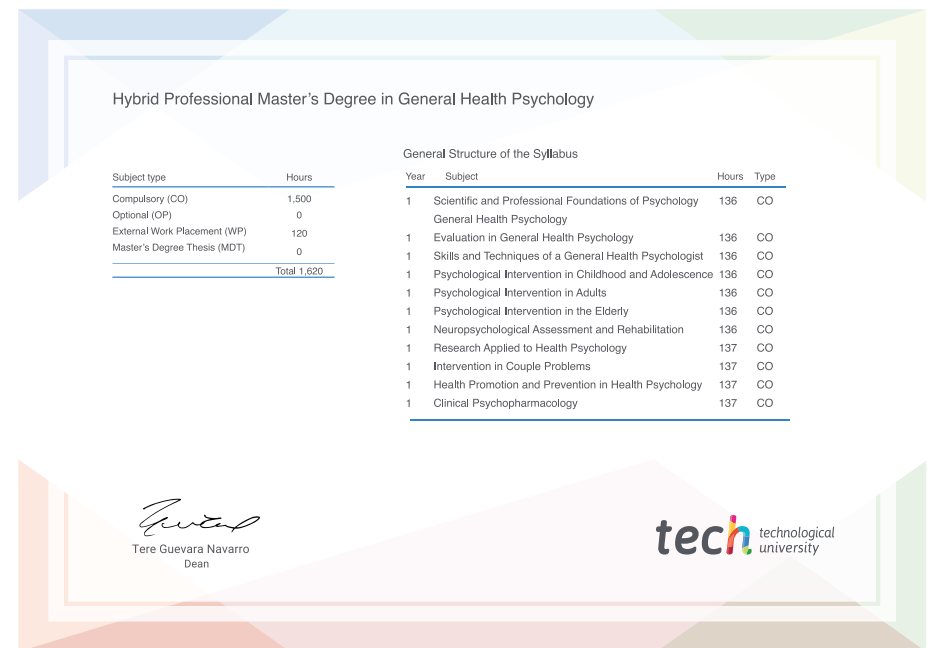
Title: **Hybrid Professional Master's Degree in General Health Psychology**

Course Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Technological University**

Teaching Hours: **1,620 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.



Hybrid Professional Master's Degree General Health Psychology

Course Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.

Hybrid Professional Master's Degree General Health Psychology

