

Hybrid Professional Master's Degree Psychology Research



Hybrid Professional Master's Degree Psychology Research

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: **TECH Global University**

Credits: 60 + 4 ECTS

Website: www.techtute.com/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-psychology-research

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01

Introduction

Psychology Research is an excellent tool for finding cutting-edge therapeutic treatments that help people to overcome mental pathologies with solvency. In this sense, the methods used to undertake these studies have evolved significantly in recent years, trying to obtain rigorous results that contribute to improve clinical practice efficiently. Therefore, psychologists interested in the research field should know them in depth in order to improve their field work. Consequently, TECH has created this degree, which will allow to combine a 100% online learning experience with a 3-week internship in a prestigious hospital center. In this way, the student will identify and manage cutting-edge research methodologies, data analysis techniques and documentation strategies.

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Know and master, thanks to this degree, the techniques to optimize data analysis and improve the results of Psychology Research”

The increasing proliferation of Mental Health problems has highlighted the relevance of Psychology Research. Through rigorous studies, it is possible to develop novel and effective treatments for disorders such as Depression and Anxiety, as well as mechanisms to prevent their onset in individuals of different ages and personal characteristics. That is why the methods used to undertake these investigations have been improved in recent years, in order to optimize the results obtained in them and ensure the mental well-being of individuals. Consequently, the demand for psychologists with high and up-to-date skills in this field is increasing.

For this reason, TECH has promoted the creation of this program, which will offer students the most cutting-edge knowledge and skills in Psychology Research, with the intention of promoting their incursion into this precise area. Throughout the academic syllabus, students will be able to learn the protocols to design a quantitative and qualitative study or to identify the techniques to efficiently extract the information obtained. In addition, students will master the procedures that make it possible to optimize sample selection.

The pedagogical methodology of this Hybrid Professional Master's Degree is based on Relearning, which promotes active learning of students, giving them the possibility to learn at their own pace and according to their study needs. In addition, they will enjoy the flexibility offered by the 100% online delivery format, which allows them to balance their personal and professional responsibilities with learning.

Once the theoretical stage of the program has been completed, the student will enjoy an internship phase. During 3 weeks, they will be part of the clinical team of a first-class hospital center. Together with the best specialists in the field, they will acquire a series of competencies in Psychology Research that will allow them to develop a successful professional career in this field.

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

- ♦ More than 100 practical cases presented by experts in the Psychology
- ♦ The graphic, schematic and practical contents with which they are conceived, gather key information on those disciplines that are essential for professional practice
- ♦ Management of the protocols to establish the design of a Psychology Research
- ♦ Cutting-edge techniques to master the process of sample selection in psychology research
- ♦ State-of-the-art methods to optimize the extraction of results in Psychology Research
- ♦ 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, they will be able to carry out a internship in one of the best hospitals



The 100% online methodology of this program will enable you to balance your personal and professional life with your learning”

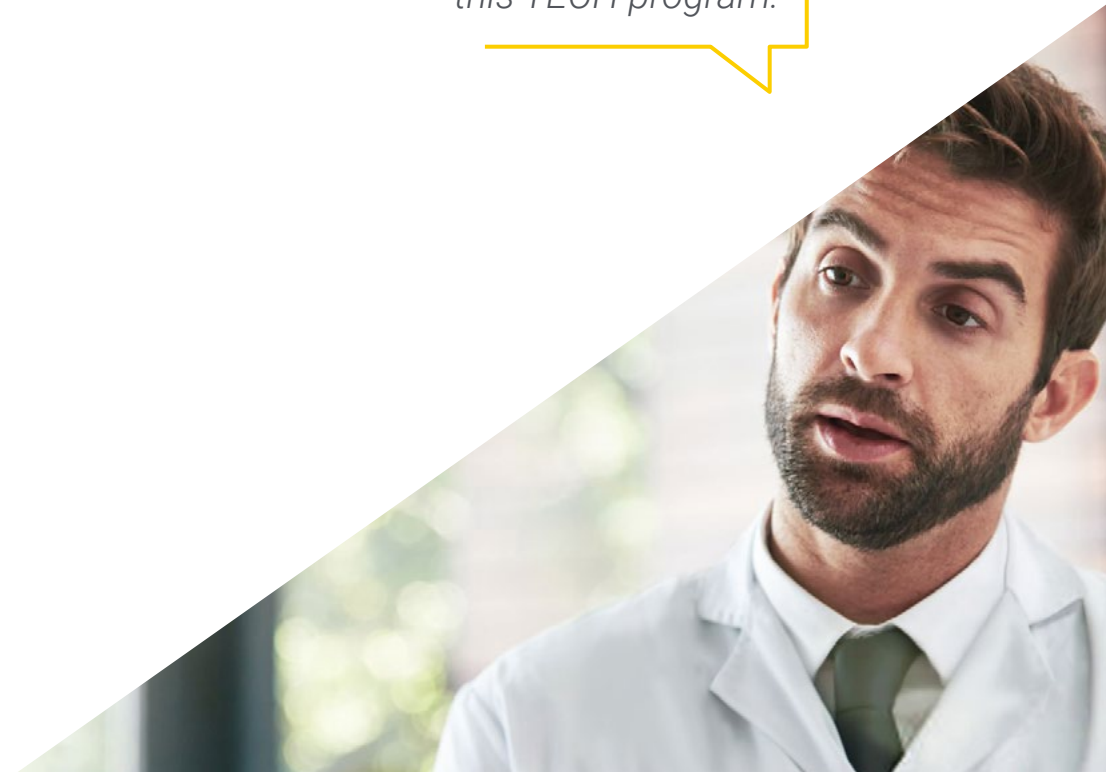
“*Enjoy an enriching theoretical and practical academic experience and develop yourself in the area of Psychology Research”*

In this Hybrid Professional Master's Degree proposal, of a professionalizing nature and hybrid learning modality, the program is aimed at updating Psychology professionals. The contents are based on the latest scientific evidence, and oriented in a educational way to integrate theoretical knowledge in the Psychology practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision-making in patient management.

Thanks to the multimedia content developed with the latest educational technology, Psychology professionals will benefit from situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to prepare professionals for 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 student will be assisted by an innovative interactive video system created by renowned experts.

The Relearning method of this Hybrid Professional Master's Degree will allow you to study at your own pace from home.

Become a reference professional in Psychology Research through this TECH program.



02

Why Study this Hybrid Professional Master's Degree?

In many areas of work, theoretical knowledge is not enough to achieve a notorious development and professional evolution. In the field of Psychology, it is as relevant to know the most cutting-edge research techniques as it is to manage the protocols to transfer them to the real clinical environment with efficiency. In order to meet this need and update professional skills, TECH has developed this Hybrid Professional Master's Degree, which combines high quality theoretical teaching with the opportunity to gain practical experience practicing in a state-of-the-art hospital for 3 weeks.





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TECH offers you an unparalleled opportunity to combine your academic update with a 3-week internship in a first-class clinical environment”

1. Updating from the latest technology available

Psychology Research has undergone significant changes in recent years, since new techniques have emerged to optimize the processes of sample selection, information extraction and analysis. In order for the student to learn them and apply them in a solvent way in daily practice, TECH has decided to create this degree.

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

This program has a highly qualified teaching team, which provides excellent didactic content to students throughout the theoretical period. During the practical phase, students will have the opportunity to join an exceptional clinical team and work alongside experts in the field of Psychology Research, which will allow them to acquire relevant skills in this field.

3. Entering First-Class Professional Environment

TECH has a rigorous selection process of the centers where the internships of this Hybrid Professional Master's Degree are carried out, ensuring that students have the opportunity to access first-class hospital environments. Thanks to this, students will be able to be part of excellent work teams, where they will learn from the experience of highly trained experts in the field of psychological research.





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

It is common to find in the educational world programs that do not adequately meet the needs of professionals, involving long teaching hours that are difficult to reconcile with personal and work life. In order to address this problem effectively, TECH has developed an innovative learning model, which combines high quality theoretical teaching with internships in prestigious clinical environments.

5. Expanding the Boundaries of Knowledge

TECH offers students the possibility of doing their internships in high-quality, renowned clinical centers. In this way, students will be able to learn from professionals with extensive research experience in the field of Psychology.

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

03

Objectives

The design of this Hybrid Professional Master's Degree has been carried out with the intention of providing students with the most advanced knowledge and skills in the world of Psychology Research. Throughout this academic experience, you will learn the state-of-the-art techniques of data analysis, selection of representative samples or the protocols to efficiently design a study in this discipline. This learning will be preserved by the achievement of the following general and specific objectives.



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Update your knowledge in Psychology Research by combining a theoretical learning phase with an internship”



General Objective

- The objective of the Hybrid Professional Master's Degree in Psychology Research is to provide students with the most important and up-to-date knowledge and skills in this area. In order to achieve this, the program combines high quality theoretical learning with a 3-week internship in a prestigious hospital center. In this last stage, students will be able to apply the knowledge acquired in a real environment, developing skills that will support them in the growth of their professional career



Follow the objectives that TECH has outlined for this degree and place yourself at the forefront of Psychology Research"





Specific Objectives

Module 1. Advanced Techniques of Data Analysis in Applied Psychology

- ◆ Know the different techniques of data analysis in applied Psychology Research: univariate and multivariate analysis and the fundamentals of structural equation models
- ◆ Learn about the most relevant advances in the field of test design and analysis in Psychology
- ◆ Know the most relevant methodological advances for the analysis of significant change in studies on social, clinical or educational intervention programs
- ◆ Adequately analyze and interpret data from different research questions, with the help of specialized software
- ◆ Analyze and interpret data from both qualitative and quantitative studies with the help of specialized software

Module 2. Research Methods in Applied Psychology

- ◆ Know the basics of the different sampling procedures and their applications in behavioral science research
- ◆ Know the fundamentals and basic indicators of the data provided by systematic reviews and meta-analyses
- ◆ Be able to determine the sample size necessary to carry out a research project in a population
- ◆ Know how to plan a research project, identifying and operationalizing the hypothesis
- ◆ Know how to correctly select the appropriate measurement instruments, as well as the participating subjects

Module 3. Documentation Techniques and Preparation of Publications in Applied Psychology

- ♦ Be able to search for information using the databases of our discipline and other related disciplines
- ♦ Know how to adequately select relevant research results in relation to the object of study
- ♦ Adequately manage the bibliography through specialized software
- ♦ Know the basics of scientific writing style based on the APA standards
- ♦ Know the importance of publishing the results obtained in scientific research
- ♦ Discriminate the type of journal to which a future publication should be addressed
- ♦ Know how to adequately apply scientific criteria in the analysis of published works

Module 4. Emotional Intelligence

- ♦ Acquire specialized, up-to-date and scientific knowledge about emotional intelligence applied to the socio-educational field
- ♦ Critically discern the different theoretical models that support the term 'emotional intelligence', as well as the different factors that define it
- ♦ Be able to design and develop a research project on emotional intelligence under the principles of the scientific method
- ♦ Know the skills related to academic achievement and the tools to favor the development of a good emotional intelligence in the educational and family context

Module 5. Environment, Social Behavior and Education

- ♦ Know and understand the psychological models used for the analysis of environmental problems
- ♦ Develop a critical conscience in relation to the potential articulation of the fields of research on environmental problems
- ♦ Learn about the reciprocal relationships between the individual and the socio-physical environment from the perspective of Environmental Psychology
- ♦ Have basic scientific, theoretical and methodological knowledge to implement psychosocial assessment and intervention programs to deal with problems arising from the relationship of the individual with his physical space and the environment

Module 6. Advances in Research on Psychological Development in Childhood

- ♦ Know the theoretical-conceptual tools and the basic methodological principles of research on psychological development in childhood
- ♦ Analyze the problems of research on beliefs and prejudice with children, as well as the most notable empirical results in countries
- ♦ Know the different multidisciplinary fields and current lines of research in relation to early intervention
- ♦ Differentiate between feasible research project designs in early intervention and to know the steps to carry them out
- ♦ Be able to carry out a research design to develop an empirical study on a specific aspect of child psychological development

Module 7. Neuropsychology of Attention and Memory

- ♦ Know and understand the neuropsychological functioning of attentional processes and human memory
- ♦ Know and discriminate adequately between the different memory systems
- ♦ Be able to analyze and interpret a research report related to the neuropsychology of attention and memory
- ♦ Design an experimental task in neuropsychology for the neuropsychological assessment of attention and memory
- ♦ Design and implement a treatment or intervention program for the improvement of attention and memory
- ♦ Know the analysis necessary for the neuropsychological assessment of attention and memory

Module 8. Cognitive Processes in Normal and Pathological Aging

- ♦ Know the processes related to cognitive impairment and mood states in old age.
- ♦ Acquire basic knowledge on the assessment, prevention and effective intervention in memory functioning in the elderly.
- ♦ Learn about the heterogeneity and diversity of cognitive processes in aging.
- ♦ Design and carry out a memory intervention program aimed exclusively at the elderly
- ♦ Critically analyze the importance of the current social perception of issues related to the elderly and old age

Module 9. Advances in Adolescent Psychopathology Research

- ♦ Learn the use of basic assessment and intervention tools in different areas of adolescent health
- ♦ Know the main risk factors that affect adolescence and how they can influence the onset of eating disorders or drug use in this important stage of development.
- ♦ Learn to adequately apply different intervention techniques aimed at reducing anxiety responses to different stressful situations
- ♦ Be able to design intervention programs in psychology aimed exclusively at the adolescent population
- ♦ Learn how to design and evaluate an intervention program for some of the most frequent adolescent disorders
- ♦ Recognize the different psychological problems of adolescence, as well as their manifestations at the physiological, cognitive and motor levels.

Module 10. Assessment and Intervention in Health Psychology

- ♦ Know the different fields of intervention in health psychology in clinical and educational contexts
- ♦ Learn to use the basic tools of evaluation and intervention in Health Psychology in an adequate way
- ♦ Be able to design and evaluate the results of intervention programs in Health Psychology
- ♦ Know the existing advances on intervention techniques with proven effectiveness in Health Psychology
- ♦ Know the functioning and applications of intervention techniques based on biofeedback and transcranial magnetic stimulation

04 Skills

Upon completing the assessments of the Hybrid Professional Master's Degree, the student will have acquired the fundamental skills to develop their functions in the area of Psychology Research. With this, they will be able to excel in this field and enjoy a completely successful research career.





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*Increase your competencies in
Psychology Research and enjoy a
successful career in this area of study”*



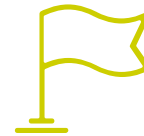
General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original when developing and applying ideas, often in a research context
- ♦ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- ♦ Communicate their conclusions, both the knowledge and rationale behind them to specialized and non-specialized people in a clear and unambiguous manner

“

Acquire the best skills to design, plan and manage research projects in Psychology thanks to this very complete degree”





Specific Skills

- ♦ Know the principles and theories of the main current research fields in Psychology, as well as their methodologies and real applications in different fields (socio-educational, clinical, etc.)
- ♦ Gather and interpret relevant data, information and results, and draw conclusions
- ♦ Communicate, orally and/or in writing, the knowledge, procedures, results and conclusions of the research carried out
- ♦ Carry out a critical review of the scientific literature on a given topic and discriminate its scientific quality
- ♦ Acquire and adapt new knowledge and techniques of any scientific-technical discipline that may be useful in the field of applied psychology
- ♦ Maintain an ethical attitude in the research activity in applied psychology
- ♦ Develop intellectual curiosity for the acquisition of scientific knowledge
- ♦ Boost learning skills that allow you to continue studying and learning in an autonomous way
- ♦ Develop a critical spirit in the scientific field to be treated, which will allow you to design research projects that make it possible to expand knowledge and test the initial hypotheses

05

Educational Plan

The syllabus of this Hybrid Professional Master's Degree has been designed to provide students with the most up-to-date knowledge and skills in the field of Psychology Research. All educational resources of the program are presented in different formats, such as videos, readings and interactive summaries, providing a more dynamic and interactive learning experience. Thanks to its online teaching methodology, students can adjust their schedules and study methods to suit their academic and personal preferences, allowing them to optimize their learning.





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*Learn 100% online and without
the need for inconvenient daily
commuting to a study center”*

Module 1. Advanced Techniques of Data Analysis in Applied Psychology

- 1.1. Research
 - 1.1.1. Introduction
 - 1.1.2. Research Characteristics
 - 1.1.3. Research in the Classroom
 - 1.1.4. Keys Needed for Research
 - 1.1.5. Examples
 - 1.1.6. Summary
 - 1.1.7. Bibliographical References
- 1.2. Neuropsychological Research
 - 1.2.1. Introduction
 - 1.2.2. Educational Neuropsychological Research
 - 1.2.3. Knowledge and the Scientific Method
 - 1.2.4. Types of Approaches
 - 1.2.5. Research Stages
 - 1.2.6. Summary
 - 1.2.7. Bibliographical References
- 1.3. Reliability and Validity
 - 1.3.1. Introduction
 - 1.3.2. Reliability and Validity in Research
 - 1.3.3. Reliability and Validity in Assessment
 - 1.3.4. Summary
 - 1.3.5. Bibliographical References
- 1.4. Controlling Variables in Research
 - 1.4.1. Introduction
 - 1.4.2. Choosing Variables
 - 1.4.3. Controlling Variables
 - 1.4.4. Sample Selection
 - 1.4.5. Summary
 - 1.4.6. Bibliographical References
- 1.5. The Quantitative Research Approach
 - 1.5.1. Introduction
 - 1.5.2. Features
 - 1.5.3. Stages
 - 1.5.4. Assessment Tools
 - 1.5.5. Summary
 - 1.5.6. Bibliographical References
- 1.6. Qualitative Research Approach I
 - 1.6.1. Introduction
 - 1.6.2. Systematic Observation
 - 1.6.3. Research Stages
 - 1.6.4. Sampling Techniques
 - 1.6.5. Quality Control
 - 1.6.6. Statistical Techniques
 - 1.6.7. Summary
 - 1.6.8. Bibliographical References
- 1.7. Qualitative Research Approach II
 - 1.7.1. Introduction
 - 1.7.2. The Survey
 - 1.7.3. Sampling Techniques
 - 1.7.4. Survey Stages
 - 1.7.5. Research Designs
 - 1.7.6. Statistical Techniques
 - 1.7.7. Summary
 - 1.7.8. Bibliographical References
- 1.8. Qualitative Research Approach III
 - 1.8.1. Introduction
 - 1.8.2. Types of Interviews and Characteristics
 - 1.8.3. Preparing the Interview
 - 1.8.4. Group Interviews
 - 1.8.5. Statistical Techniques
 - 1.8.6. Summary
 - 1.8.7. Bibliographical References



- 1. 9. Single Case Designs
 - 1. 9.1. Introduction
 - 1. 9.2. Features
 - 1. 9.3. Types
 - 1. 9.4. Statistical Techniques
 - 1. 9.5. Summary
 - 1. 9.6. Bibliographical References
- 1. 10. Research-Action
 - 1. 10.1. Introduction
 - 1. 10.2. Objectives of Research-Action
 - 1. 10.3. Features
 - 1. 10.4. Phases
 - 1. 10.5. Myths
 - 1. 10.6. Examples:
 - 1. 10.7. Summary
 - 1. 10.8. Bibliographical References
- 1. 11. Gathering Information for Research
 - 1. 11.1. Introduction
 - 1. 11.2. Techniques for Gathering Information
 - 1. 11.3. Assessing Research
 - 1. 11.4. Assessment
 - 1. 11.5. Interpretation of Results
 - 1. 11.6. Summary
 - 1. 11.7. Bibliographical References

- 1.12. Data Management in Research
 - 1.12.1. Introduction
 - 1.12.2. Databases
 - 1.12.3. Data in Excel
 - 1.12.4. Data in SPSS
 - 1.12.5. Summary
 - 1.12.6. Bibliographical References
- 1.13. Spreading Results in Neuropsychology
 - 1.13.1. Introduction
 - 1.13.2. Publications
 - 1.13.3. Specialized Journals
 - 1.13.4. Summary
 - 1.13.5. Bibliographical References
- 1.14. Scientific Journals
 - 1.14.1. Introduction
 - 1.14.2. Features
 - 1.14.3. Types of Journals
 - 1.14.4. Quality Indicators
 - 1.14.6. Submitting Articles
 - 1.14.7. Summary
 - 1.14.8. Bibliographical References
- 1.15. The Scientific Article
 - 1.15.1. Introduction
 - 1.15.2. Types and Characteristics
 - 1.15.3. Structure
 - 1.15.4. Quality Indicator
 - 1.15.5. Summary
 - 1.15.6. Bibliographical References

- 1.16. Scientific Conferences
 - 1.16.1. Introduction
 - 1.16.2. The Importance of Conferences
 - 1.16.3. Scientific Committees
 - 1.16.4. Oral Communications
 - 1.16.5. The Scientific Poster
 - 1.16.6. Summary
 - 1.16.7. Bibliographical References

Module 2. Research Methods in Applied Psychology

- 2.1. Research Methodology
 - 2.1.1. Introduction
 - 2.1.2. The Importance of Research Methodology
 - 2.1.3. Scientific Knowledge
 - 2.1.4. Research Approaches
 - 2.1.5. Summary
 - 2.1.6. Bibliographical References
- 2.2. Choosing the Topic to Research
 - 2.2.1. Introduction
 - 2.2.2. The Issue of Research
 - 2.2.3. Defining the Problem
 - 2.2.4. Choice of the Research Question
 - 2.2.5. Research Objectives
 - 2.2.6. Variables: Types
 - 2.2.7. Summary
 - 2.2.8. Bibliographical References
- 2.3. Research Proposal
 - 2.3.1. Introduction
 - 2.3.2. Research Hypothesis
 - 2.3.3. Feasibility of the Research Project
 - 2.3.4. Introduction and Justification of the Research
 - 2.3.5. Summary
 - 2.3.6. Bibliographical References

- 2.4. Theoretical Framework
 - 2.4.1. Introduction
 - 2.4.2. Elaboration of the Theoretical Framework
 - 2.4.3. Resources Used
 - 2.4.4. APA Standards
 - 2.4.5. Summary
 - 2.4.6. Bibliographical References
- 2.5. Bibliography
 - 2.5.1. Introduction
 - 2.5.2. Importance of Bibliographic References
 - 2.5.3. How to Reference According to APA Standards
 - 2.5.4. Format of Annexes: Tables and Figures
 - 2.5.5. Bibliography Managers: What Are They and How to Use Them
 - 2.5.6. Summary
 - 2.5.7. Bibliographical References
- 2.6. Methodological Framework
 - 2.6.1. Introduction
 - 2.6.2. Roadmap
 - 2.6.3. Sections to be Included in the Methodological Framework
 - 2.6.4. The Population
 - 2.6.5. The Sample
 - 2.6.6. Variables
 - 2.6.7. Instruments
 - 2.6.8. Procedure
 - 2.6.9. Summary
 - 2.6.10. Bibliographical References
- 2.7. Research Designs
 - 2.7.1. Introduction
 - 2.7.2. Types of Designs
 - 2.7.3. Characteristics of the Designs Used in Psychology
 - 2.7.4. Research Designs Used in Education
 - 2.7.5. Research Designs Used in Education Neuropsychology
 - 2.7.6. Summary
 - 2.7.7. Bibliographical References
- 2.8. Quantitative Research
 - 2.8.1. Introduction
 - 2.8.2. Designing Randomized Groups
 - 2.8.3. Designing Randomized Groups with Blocks
 - 2.8.4. Other Designs used in Psychology
 - 2.8.5. Statistical Techniques in Quantitative Research
 - 2.8.6. Summary
 - 2.8.7. Bibliographical References
- 2.9. Quantitative Research II
 - 2.9.1. Introduction
 - 2.9.2. Unifactorial Intrasubject Designs
 - 2.9.3. Techniques for Controlling the Effects of Intrasubject Designs
 - 2.9.4. Statistical Techniques
 - 2.9.5. Summary
 - 2.9.6. Bibliographical References
- 2.10. Results
 - 2.10.1. Introduction
 - 2.10.2. How to Gather Data
 - 2.10.3. How to Analyze Data
 - 2.10.4. Statistical Programs
 - 2.10.5. Summary
 - 2.10.6. Bibliographical References
- 2.11. Descriptive Statistics
 - 2.11.1. Introduction
 - 2.11.2. Research Variables
 - 2.11.3. Quantitative Analyses
 - 2.11.4. Qualitative Analyses
 - 2.11.5. Resources that Can Be Used
 - 2.11.6. Summary
 - 2.11.7. Bibliographical References

- 2.12. Hypothesis Contrast
 - 2.12.1. Introduction
 - 2.12.2. Statistical Hypotheses
 - 2.12.3. How to Interpret Significance (p-value)
 - 2.12.4. Criteria for Analyzing Parametric and Non-Parametric Tests
 - 2.12.5. Summary
 - 2.12.6. Bibliographical References
- 2.13. Correlational Statistics and Independence Analysis
 - 2.13.1. Introduction
 - 2.13.2. Pearson Correlation
 - 2.13.3. Spearman's Correlation and Chi-Square
 - 2.13.4. Results
 - 2.13.5. Summary
 - 2.13.6. Bibliographical References
- 2.14. Group Comparison Statistics
 - 2.14.1. Introduction
 - 2.14.2. Mann-Whitney T-Test and Mann-Whitney U-Test
 - 2.14.3. T-Test and Wilcoxon Signed Ranges
 - 2.14.4. The Results
 - 2.14.5. Summary
 - 2.14.6. Bibliographical References
- 2.15. Discussion and Conclusions
 - 2.15.1. Introduction
 - 2.15.2. What is Discussion
 - 2.15.3. Organization of the Discussion
 - 2.15.4. Conclusions
 - 2.15.5. Limitations and Outlook
 - 2.15.6. Summary
 - 2.15.7. Bibliographical References

Module 3. Documentation Techniques and Preparation of Publications in Applied Psychology

- 3.1. Databases in Applied Psychology
 - 3.1.1. Databases as a Source of Information
 - 3.1.2. General Databases
 - 3.1.3. Psychology-Specific Databases
 - 3.1.4. Advanced Search in Databases
- 3.2. Citing and Referencing I. Text Citations
 - 3.2.1. Author-Based Citation
 - 3.2.2. In-Text Citations
- 3.3. Citing and Referencing II. Bibliographic References
 - 3.3.1. Books, Articles and Periodicals
 - 3.3.2. References from Other Sources of Information
- 3.4. Reference Management Software
 - 3.4.1. Mendeley" Software for Bibliographic References Management
 - 3.4.2. Uses and Portability of the Application
- 3.5. Effective Reading of Research Articles
 - 3.5.1. The Abstract as a General Source of Information
 - 3.5.2. Identifying the Essential Information in an Article
 - 3.5.3. Importance of the "Methods" Section
 - 3.5.4. Analysis of Results and Conclusions
 - 3.5.5. Authorship and Conflicts of Interest
- 3.6. Analysis and Synthesis of Research Results
 - 3.6.1. Extraction of Research Results
 - 3.6.2. Setting Up Data for Analysis
 - 3.6.3. Analysis of the Results Obtained
 - 3.6.4. Description and Synthesis of Conclusions
- 3.7. Formal Aspects of the Graphical Elements, Figures and Tables.
 - 3.7.1. Indispensable Elements in the Graphic Representation of Figures
 - 3.7.2. Essential Elements in the Graphic Representation of Tables
 - 3.7.3. Presentation of Graphic Elements According to APA Standards. Figures
 - 3.7.4. Presentation of Graphic Elements According to APA Standards. Tables

- 3.8. Processes for Conducting a Systematic Review
 - 3.8.1. Object of Study of the Systematic Review
 - 3.8.2. Planning and Steps for the Implementation of the Systematic Review
 - 3.8.3. Selection of Databases and Journals
 - 3.8.4. Analysis and Synthesis of the Information Obtained
- 3.9. Selection of Journals for Publication
 - 3.9.1. Selection of the Potential Audience
 - 3.9.2. Discrimination of Potential Journals
 - 3.9.3. Analysis of Publication Criteria
- 3.10. Design and Preparation of the Scientific Article
 - 3.10.1. Conceptual Outline of the Research Adapted to the Criteria.
 - 3.10.2. Writing a Scientific Article
 - 3.10.3. Translations of a Scientific Article
 - 3.10.4. Revision of Article Versions
 - 3.10.5. Reviewers' Comments and Corrections

Module 4. Emotional Intelligence

- 4.1. Emotional Intelligence. Concept and Structure
 - 4.1.1. Emotional Intelligence as a Cognitive Process
 - 4.1.2. Basic Concepts of Emotional Intelligence
 - 4.1.3. Structure of Emotional Intelligence
- 4.2. Explanatory Models of Emotional Intelligence
 - 4.2.1. Approaches to the Study of Emotional Intelligence
 - 4.2.2. Evidence in the Investigation of Emotional Intelligence
 - 4.2.3. Explanatory Models of Emotional Intelligence
- 4.3. Instruments for the Assessment of Emotional Intelligence
 - 4.3.1. Tests and Scales to Evaluate Emotional Intelligence
 - 4.3.2. Other Methods of Emotional Intelligence Assessment
 - 4.3.3. Advantages and Disadvantages of Different Measurements
- 4.4. Emotional Intelligence in Children and Adolescents
 - 4.4.1. Emotional Intelligence in Childhood
 - 4.4.2. Development of Emotional Intelligence during Childhood
 - 4.4.3. Emotional Intelligence as a Predictor Variable
- 4.5. Emotional Intelligence in Adults and the Elderly
 - 4.5.1. Emotional Intelligence in Adults
 - 4.5.2. Differences in Emotional Intelligence Between Adults and the Elderly
 - 4.5.3. Influence of Emotional Intelligence on Behavior
- 4.6. Emotional Intelligence in Socio-Educational Contexts
 - 4.6.1. Emotional Intelligence at School
 - 4.6.2. Emotional Intelligence in the Family Context
 - 4.6.3. Relationships Between Socio-Educational Contexts and their Influence on Emotional Intelligence
- 4.7. Relationships of Emotional Intelligence with Other Psychological Measures
 - 4.7.1. Relationships Between Emotional Intelligence and Other Psychological Constructs
 - 4.7.2. Influence of Emotional Intelligence on other Cognitive Processes
- 4.8. Emotional Intelligence and Psychopathology
 - 4.8.1. Individual Differences in Emotional Intelligence
 - 4.8.2. Emotional Intelligence as a Possible Source of Psychopathology
 - 4.8.3. Psychological Problems Related to Emotional Intelligence
- 4.9. Interventions for the Improvement of Emotional Intelligence in the Social Context
 - 4.9.1. Approaches to Emotional Intelligence Training in Social Contexts
 - 4.9.2. Evidence from Social Intervention on Emotional Intelligence
 - 4.9.3. Design and Planning of Interventions in the Social Context
- 4.10. Interventions for the Improvement of Emotional Intelligence in the Educational Context
 - 4.10.1. Approaches to the Training of Emotional Intelligence in Educational Contexts
 - 4.10.2. Evidence of Intervention in Educational Contexts on Emotional Intelligence
 - 4.10.3. Design and Planning of Interventions in the Educational Context
 - 4.10.4. Implementation and Follow-Up of Interventions
 - 4.10.5. Assessment of the Effectiveness of an Intervention


Module 5. Environment, Social Behavior and Education

- 5.1. Environmental Psychology. Concept and Structure
 - 5.1.1. Defining Characteristics of Environmental Psychology
 - 5.1.2. Basic Concepts
 - 5.1.3. Structure and Approaches of Environmental Psychology
- 5.2. Environmental Identity and Relationship with the Environment
 - 5.2.1. Environmental Identity. Concept and Structure
 - 5.2.2. Environmental Identity as a Personal Psychological Construct
 - 5.2.3. Human Relationship with the Environment and the Construction of Environmental Identity
- 5.3. Well-Being and Environment
 - 5.3.1. Influences of the Environment on Perceived Well-Being
 - 5.3.2. Factors Influencing Perceived Well-Being
 - 5.3.3. Individual Differences in the Well-Being-Environment Relationship
 - 5.3.4. Interventions on the Environment to Improve Well-being
- 5.4. Interdisciplinarity in Environmental Psychology
 - 5.4.1. Approaches to Environmental Psychology
 - 5.4.2. Environmental Psychology and its Relationship with Other Scientific Disciplines
 - 5.4.3. Contributions and Evidence from Other Disciplines to Environmental Psychology
- 5.5. Beliefs, Attitudes and Behavior
 - 5.5.1. Rule Formation
 - 5.5.2. Frame Formation
 - 5.5.3. Belief Formation
 - 5.5.4. Influence of Personal Beliefs and Attitudes on Human Behavior
 - 5.5.5. Interventions Based on Cognitive Restructuring or Behavior Modification
- 5.6. Risk Perception
 - 5.6.1. Risk Assessment and Analysis
 - 5.6.2. Influence of Risk Perception on Behavior
 - 5.6.3. Interventions Aimed at Improving Risk Perception
- 5.7. Influence of Environmental Variables on Behavior
 - 5.7.1. Evidence of the Relationship Between Environmental Variables and Human Behavior

- 5.7.2. Analysis of Variables. Description and Operationalization
- 5.7.3. Intervention Methods
- 5.8. Relations Between Physical Space and Behavior
 - 5.8.1. Physical Space as a Social Environment
 - 5.8.2. The Integrated Socio-Physical Environment
 - 5.8.3. Relations Between Physical Space and Behavior
- 5.9. Assessment Techniques in Environmental Psychology
 - 5.9.1. Environmental Assessments Based on Technical Indices
 - 5.9.2. Environmental Assessments Based on Observational Indices
 - 5.9.3. Evaluation of the Advantages and Disadvantages in the Use of Each Technique
- 5.10. Intervention Techniques in Environmental Psychology
 - 5.10.1. Interventions Based on Environmental Variables
 - 5.10.2. Interventions Based on Physical Variables
 - 5.10.3. Interventions Based on Psychological Variables
 - 5.10.4. Evaluation of the Advantages and Disadvantages in the Use of Each Technique

Module 6. Advances in Research on Psychological Development in Childhood

- 6.1. Tools for the Assessment of Psychological Development in Childhood
 - 6.1.1. Ethics of Psychological Assessment in Childhood
 - 6.1.2. Tests and Scales as Measures of Psychological Development
 - 6.1.3. Biases in Assessment
 - 6.1.4. Other Cognitive Measures of Psychological Development in Childhood
- 6.2. Normalization and Standardization of Tests
 - 6.2.1. Standardization of a Psychological Measure
 - 6.2.2. The Normative Sample
 - 6.2.3. Z-Scores and Peer Assessment
 - 6.2.4. Advantages and Disadvantages of Standardized Measures in Childhood
- 6.3. Development of Beliefs and Biases in Students
 - 6.3.1. Beliefs and Prejudices in School Children Population
 - 6.3.2. Influence of Beliefs on Students' Behavior

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- 6.4. Generalization of Rules in Childhood from Belief to Norm
 - 6.4.1. Generation of Rules and Norms in Students
 - 6.4.2. Influence of Rules and Norms on Student Behavior
 - 6.4.3. Psychological Interventions to Favor the Change of Beliefs
 - 6.5. Evolutionary Windows in Children's Psychological Development
 - 6.5.1. Turning Points in Children's Psychological Development
 - 6.5.2. Individual Differences in Children's Psychological Development
 - 6.5.3. Maturational Delay
 - 6.6. Problem Solving in Childhood
 - 6.6.1. Behavior Planning and Scheduling in Childhood
 - 6.6.2. Problem-Solving Strategies in Children
 - 6.6.3. From the Concrete to the Abstract
 - 6.7. Development of Literacy in the School and Family Context
 - 6.7.1. Literacy in the School Context
 - 6.7.2. Literacy in Family Contexts
 - 6.7.3. Interventions at School
 - 6.7.4. Interventions in Families
 - 6.8. Linguistic Competence and its Relationship to Other Psychological Constructs
 - 6.8.1. Relationships Between Basic Psychological Processes and Language Competence in Childhood
 - 6.8.2. Linguistic Competence and its Influence on Other Higher Psychological Processes.
 - 6.8.3. Evaluation of Linguistic Competence
 - 6.8.4. Different Levels of Literacy as Predictors of Psychological Development
 - 6.9. Attachment Development in Childhood
 - 6.9.1. Infantile Attachment, Vital Development in Childhood
 - 6.9.2. Variables Influencing Attachment Development
 - 6.9.3. The Family and the Development of Attachment
 - 6.9.4. Influences of Attachment on Social Relationships and General Behavior
 - 6.10. Intervention Techniques in Developmental Psychology
 - 6.10.1. Standardized Intervention Plans
 - 6.10.2. Evaluation of Intervention Outcomes
 - 6.10.3. Personalized Intervention Plans
 - 6.10.4. Evaluation of a Customized Intervention Plan
 - 6.10.5. Advantages and Disadvantages of Individual VS Group Intervention

Module 7. Neuropsychology of Attention and Memory

- 7.1. Neuropsychology and Brain-Behavior Relationships
 - 7.1.1. What is Neuropsychology?
 - 7.1.2. Basic Concepts
 - 7.1.3. Definitions and Approaches to Neuropsychology
- 7.2. Physiology and Pharmacology of Attention and Memory
 - 7.2.1. Psychobiology of Attentional Processes
 - 7.2.2. Psychobiology of Memory
 - 7.2.3. Psychopharmacology of the Attentional Processes
 - 7.2.4. Psychopharmacology of Memory
- 7.3. Advances in the Neuropsychological Assessment of Attentional Processes
 - 7.3.1. Traditional Assessment of Attention
 - 7.3.2. New Techniques for Measuring Attentional Processes
 - 7.3.3. Ecological Validity of the Measures
 - 7.3.4. Identification of Possible Biases in the Evaluation
- 7.4. Advances in the Neuropsychological Evaluation of Memory
 - 7.4.1. Traditional Assessment of Human Memory
 - 7.4.2. New Techniques for Measuring Memory-Related Processes
 - 7.4.3. Ecological Validity of the Measures
 - 7.4.4. Identification of Potential Biases in the Evaluation
- 7.5. Symptoms, Syndromes, and Attention Disorders
 - 7.5.1. Possible Deficits in Attentional Processes
 - 7.5.2. Attention Problems in Relation to Non-Attentional Disorders
 - 7.5.3. Attention Deficit Hyperactivity Disorder
 - 7.5.4. Problems with ADHD Assessment and Treatment
- 7.6. Neuropsychological Foundations of Human Memory
 - 7.6.1. Memory Systems Identified in Humans
 - 7.6.2. Declarative vs. Non-Declarative
 - 7.6.3. Procedural Memory
 - 7.6.4. Semantic Memory
 - 7.6.5. Episodic and Autobiographical Memory
- 7.7. Symptoms, Syndromes and Memory Disorders
 - 7.7.1. Origins and Causes of Memory Problems
 - 7.7.2. Anterograde Amnesia
 - 7.7.3. Retrograde Amnesia
 - 7.7.4. Amnesia of the Source
 - 7.7.5. Psychogenic Amnesia
 - 7.7.6. Infantile Amnesia. Possible Causes
- 7.8. Neuropsychology of Working Memory
 - 7.8.1. From Short-Term Memory to Working Memory
 - 7.8.2. The Phonological Loop
 - 7.8.3. The Visuospatial Agenda
 - 7.8.4. The Central Executive as a Distributor of Resources
 - 7.8.5. Convergence of Information in the System: The Episodic Buffer
- 7.9. Neuropsychology of Executive Functions
 - 7.9.1. Executive Functions Concepts and Definitions
 - 7.9.2. Approaches to the Study of Executive Functions
 - 7.9.3. Explanatory Models of Executive Functions
 - 7.9.4. Relationships of Executive Functions with Psychopathology
- 7.10. Relationships of Attention and Memory with Other Psychological Processes
 - 7.10.1. Attention as the Basis of Other Basic Cognitive Processes
 - 7.10.2. Memory as the Basis of Other Basic Cognitive Processes
 - 7.10.3. Relations of Attention with Other Higher Psychological Processes
 - 7.10.4. Relations of Memory with Other Higher Psychological Processes

Module 8. Cognitive Processes in Normal and Pathological Aging

- 8.1. Evaluation of Cognitive Processes in Old Age
 - 8.1.1. Evaluation by Means of Tests and Behavioral Scales
 - 8.1.2. Subjectivity Biases in Standard Evaluation
 - 8.1.3. Assessment by Neuropsychological Tests
 - 8.1.4. Individual Differences in Higher Cognitive Processes in Adulthood and Older Age
- 8.2. Normal Aging
 - 8.2.1. Basic Cognitive Processes in Normal Aging
 - 8.2.2. Superior Cognitive Processes in Normal Aging
 - 8.2.3. Attention and Memory in Elderly People with Normal Aging
- 8.3. Cognitive Reserve and its Importance in Aging
 - 8.3.1. Cognitive Reserve. Definition and Basic Concepts
 - 8.3.2. Functionality of Cognitive Reserve
 - 8.3.3. Influencing Variables in Cognitive Reserve
 - 8.3.4. Interventions Based on Improving Cognitive Reserve in the Elderly
- 8.4. Pathological Cognitive Development in Old Age
 - 8.4.1. Differences Between normal and Pathological Aging.
 - 8.4.2. Basic Cognitive Processes in Pathological Aging
 - 8.4.3. Higher Cognitive Processes in Pathological Aging
 - 8.4.4. Attention and Memory in Elderly People with Pathology Ageing
- 8.5. Disorders Related to Pathological Ageing
 - 8.5.1. Psychological Disorders Related to Pathological Ageing
- 8.6. Dementia in Old Age Types and Main Affectations
 - 8.6.1. Dementias: Definition and Key Concepts
 - 8.6.2. Types of Dementias and Affectations they Produce
 - 8.6.3. Alzheimer's Type Dementia. Evaluation, Diagnosis and Prognosis
- 8.7. Relationships Between Aging and Quality of Life
 - 8.7.1. General Cognitive Status and its Relation to Perceived Quality of Life
 - 8.7.2. Quality of Life as a Predictor of Pathological Aging

- 8.8. Social Relations and Sexuality in Old Age
 - 8.8.1. Social Relations in Adulthood
 - 8.8.2. Sexuality and Old Age
 - 8.8.3. Social Relations as a Protective Factor Against Pathological Aging
- 8.9. Interventions in Cognitive Processes in Old Age
 - 8.9.1. Systematized Interventions. Occupational Workshops
 - 8.9.2. Other Systematized Interventions
 - 8.9.3. Person-Centered Psychological Interventions
 - 8.9.4. Person-Centered Neuropsychological Interventions

Module 9. Advances in Research in Adolescent Psychopathology

- 9.1. Mental Health and Adolescence
 - 9.1.1. General Psychological Characteristics of Adolescence
 - 9.1.2. Adolescence as a Period of Risk in Psychological Development
 - 9.1.3. The Problem of Etiquette Lighting Problems
- 9.2. Psychopathology in Adolescence. Risk Factors and Protection
 - 9.2.1. General Psychopathology of Adolescence
 - 9.2.2. Risk Factors in the Occurrence of Psychological Problems in Adolescents.
 - 9.2.3. Protective Factors in the Occurrence of Psychological Problems in Adolescents
- 9.3. Advances in the Assessment of Mental Health in Adolescence
 - 9.3.1. Traditional Assessment of Mental Health in Adolescence
 - 9.3.2. New Techniques for Adolescent Mental Health Assessment
 - 9.3.3. Traditional VS. New Diagnostic Techniques
- 9.4. Anxiety in Adolescence
 - 9.4.1. Anxiety. An All-Too-Common Problem in Adolescence
 - 9.4.2. Origins of Adolescent Anxiety
 - 9.4.3. Generalization of Anxiety and Chronification
 - 9.4.4. Assessment of Anxiety and its Symptoms in Adolescents
 - 9.4.5. Anxiety as a Prodrome of other Psychological Problems

- 9.5. Depression and Suicide in Adolescents
 - 9.5.1. Depression in Adolescence
 - 9.5.2. Origins of Adolescent Depression
 - 9.5.3. Depressive Symptoms Identified in Adolescents
 - 9.5.4. Assessment of Depression and Suicide Risk in Adolescents
 - 9.5.5. Adolescent Suicide. Data in Countries
- 9.6. Eating Disorders. A Frequent Problem in Adolescents
 - 9.6.1. Eating Disorders. Definition and Basic Concepts
 - 9.6.2. Classification of Eating Disorders
 - 9.6.3. Assessment of Eating Disorders in Adolescents
 - 9.6.4. Anorexia
 - 9.6.5. Bulimia
- 9.7. Addictions and Substance Use in Adolescents
 - 9.7.1. Addiction. Definition and Basic Concepts
 - 9.7.2. Substance Use in adolescents. Global Data
 - 9.7.3. Physiological Changes in the Brain Produced by Substance Use.
 - 9.7.4. Substance Abuse Disorder
- 9.8. New Technologies and Their Relationship to Adolescent Psychopathology
 - 9.8.1. New Technologies as a Source of Adolescent Psychopathology
 - 9.8.2. Nomophobia and Imaginary Call Syndrome
 - 9.8.3. Addiction to Internet or Video Game Use.
 - 9.8.4. The Problem of Online Gambling
- 9.9. Psychological Interventions in Adolescence. Prevention and Action
 - 9.9.1. Prevention-Based Interventions
 - 9.9.2. Interventions Based on Correction
- 9.10. Design and Implementation of Adolescent Intervention Programs
 - 9.10.1. Problem Identification
 - 9.10.2. Intervention Design and Planning
 - 9.10.3. Implementation and Follow-Up of the Intervention
 - 9.10.4. Assessment and Evaluation of the Results of the Intervention

Module 10. Assessment and Intervention in Health Psychology

- 10.1. Body-Mind Relationships. Psychosomatic Medicine
 - 10.1.1. From Descartes to Psychosomatic Medicine
 - 10.1.2. The biopsychosocial model
 - 10.1.3. Evidence of the Relation Between Body and Mind
 - 10.1.4. Physical Pathologies with Identified Psychological Causal Factors
- 10.2. The Assessment Process in Health Psychology
 - 10.2.1. Classical Assessment in Health Psychology
 - 10.2.2. Role of the Different Agents. Internist Physician, Psychologist, Psychiatrist
 - 10.2.3. New Techniques of Psychological Health Assessment
- 10.3. Scales, Tests, and Common Tests in Health Psychology
 - 10.3.1. Traditional Behavioral Tests and Scales in Health Psychology
 - 10.3.2. Advantages and Disadvantages of Different Measurements
- 10.4. Stress and its Relation to Mental Health
 - 10.4.1. Stress as a Causal Factor in Psychopathology
 - 10.4.2. Psychobiology of Stress. Cortisol
 - 10.4.3. Personality, Individual Characteristics and Stress Levels
- 10.5. Sleep-Related Pathologies
 - 10.5.1. Insomnia. Definition and Basic Concepts
 - 10.5.2. Types of Insomnia and Possible Causes
 - 10.5.3. Hypersomnias Definition and Basic Concepts
 - 10.5.4. Hypersomnias Types
 - 10.5.5. Circadian Rhythm Disturbances and Parasomnias
 - 10.5.6. REM Sleep Behaviour Disorders
- 10.6. Quality of Life as a Relevant Factor in Psychological Health
 - 10.6.1. Quality of Life. Definition and Approaches to the Term
 - 10.6.2. Factors Influencing Perceived Quality of Life
 - 10.6.3. Quality of Life as a Predictor of Psychological Health
- 10.7. Advances and Areas of Intervention in Health Psychology
 - 10.7.1. Interventions Based on Health Promotion
 - 10.7.2. Interventions in Cardiovascular Disease, Diabetes and Cancer
 - 10.7.3. Intervention in Addictions and Substance Abuse Problems
 - 10.7.4. Interventions Aimed at Psychological Processes Stress Management

- 10.8. Biofeedback Techniques as an Intervention in Health Psychology
 - 10.8.1. Biofeedback. Definition and Basic Concepts
 - 10.8.2. Techniques that Use Biofeedback
 - 10.8.3. Biofeedback as a Method of Intervention in Health Psychology
 - 10.8.4. Evidence on the Use of Biofeedback in the Treatment of Certain Disorders
- 10.9. Transcranial Magnetic Stimulation (TMS) as an Intervention in Health Psychology
 - 10.9.1. Transcranial Magnetic Stimulation. Definition and Basic Concepts
 - 10.9.2. Functional Areas Considered Therapeutic Targets of Transcranial Magnetic Stimulation
 - 10.9.3. Results of Intervention through TMS in Health Psychology
- 10.10. Design and Implementation of Intervention Programs in Health Psychology
 - 10.10.1. Problem Analysis
 - 10.10.2. Description and Operationalization of the Problem
 - 10.10.3. Planning and Design of the Intervention Program
 - 10.10.4. Program Implementation and Follow-up
 - 10.10.5. Evaluation of the Results of the Intervention Program
 - 10.10.6. Correction and Improvement of the Intervention Program



Adapt your learning to your own academic needs by means of the varied didactic study formats provided by TECH”



06

Clinical Internship

After completing the theoretical phase of the program, students will have the opportunity to complete an internship in a prestigious hospital. During this period, they will have the support of a tutor who will guide them at all times, resolving all their doubts and ensuring that their learning is optimal.



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*Do your internship in one
of the most prestigious
hospitals in Spain”*

During the final phase of the Hybrid Professional Master's Degree, students will have the opportunity to complete an internship for 3 consecutive weeks, from Monday to Friday, in a first-class hospital center. During this period, they will be able to work in a real professional environment and apply the knowledge acquired throughout the program.

The practical stage is designed to improve and develop essential skills in the field of Psychology Research. Students will be able to perform their functions in a rigorous professional environment, which will allow them to improve their skills and enhance their research practice.

This is a unique opportunity to learn through a work experience in a high quality hospital, where exquisite patient care and the preservation of their mental health are the main objectives pursued.

The internship will be carried out with the active participation of the student performing the activities and procedures related to each area of competence (learning to learn and learning to do), with the support and guidance of the teachers and other classmates to facilitate teamwork and multidisciplinary integration as transversal competencies for the practice of Psychology (learning to be and learning to relate to others).





The procedures described below will be the basis of the practical part of the training, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:

Module	Practical Activity
Advanced Techniques of Data Analysis in Psychology	Use the different data analysis techniques applicable in Psychology Research
	Adequately interpret data from different research questions, using specialized software
	Interpret data from both qualitative and quantitative studies
Psychology Research Methods	Carry out the determination of the sample size needed to conduct a research project
	Plan a research project, identifying and operationalizing the hypotheses
	Correctly select the appropriate measurement instruments to carry out a research project
Documentation Techniques and Preparation of Publications in Psychology	Use databases to extract relevant information for publications on Psychology
	Adequately select relevant research results in relation to the object of study
	Adequately manage the bibliography through specialized software
Advances in Research on Psychological Development in Childhood and Adolescence	Carry out a research design that allows the development of a study on different aspects of child psychological development
	Manage the basic assessment and intervention tools in different areas of adolescent Mental Health
	Design intervention programs in Psychology aimed at the adolescent population

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 of the Internship Program

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.

07

Where Can I Do the Clinical Internship?

This academic institution provides students with an exceptional opportunity to carry out the internship of this Hybrid Professional Master's Degree. During 3 weeks, students will be able to apply their knowledge in a real work environment, working in renowned hospitals with the most advanced equipment. In addition, these centers are located in different geographical areas so that students can choose those that best suit their personal needs.





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Complement your theoretical education with an exquisite internship in a prestigious center”



The student will be able to complete the internship 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

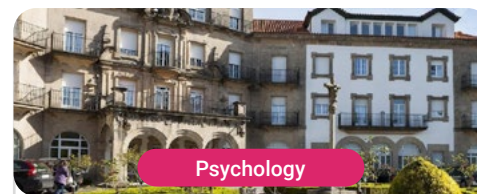
Country	City
Spain	La Coruña

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

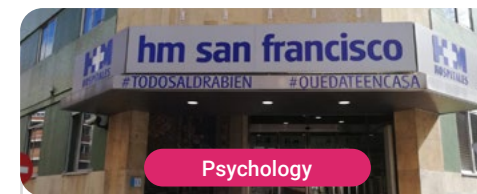
Country	City
Spain	La Coruña

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
- Trauma Nursing



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 Montepíncipe

Country	City
Spain	Madrid

Address: Av. de Montepíncipe, 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



Psychology

Policlínico HM Gabinete Velázquez

Country: Spain
City: Madrid

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

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

Related internship programs:

- Clinical Nutrition in Medicine
- Aesthetic Plastic Surgery



Psychology

Policlínico HM La Paloma

Country: Spain
City: 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



Psychology

Policlínico HM Moraleja

Country: Spain
City: 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



Psychology

Policlínico HM Sanchinarro

Country: Spain
City: 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

08

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.



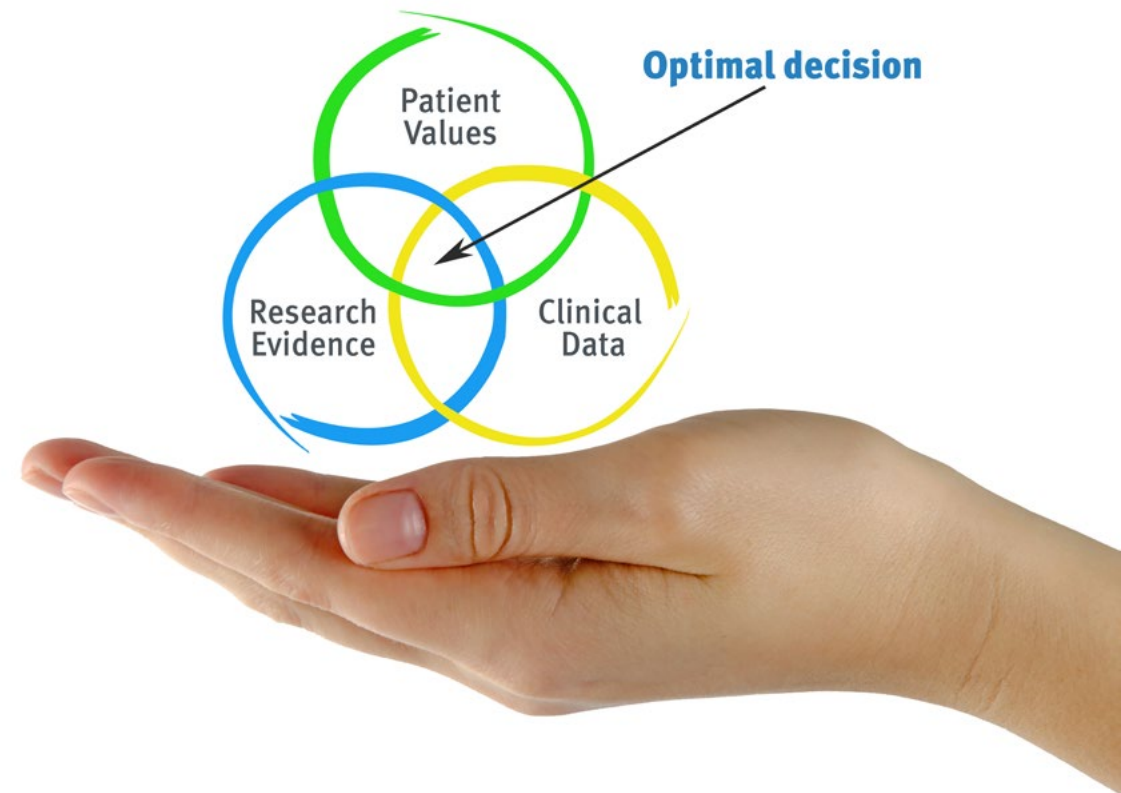
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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. Gervas, 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.

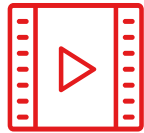
Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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

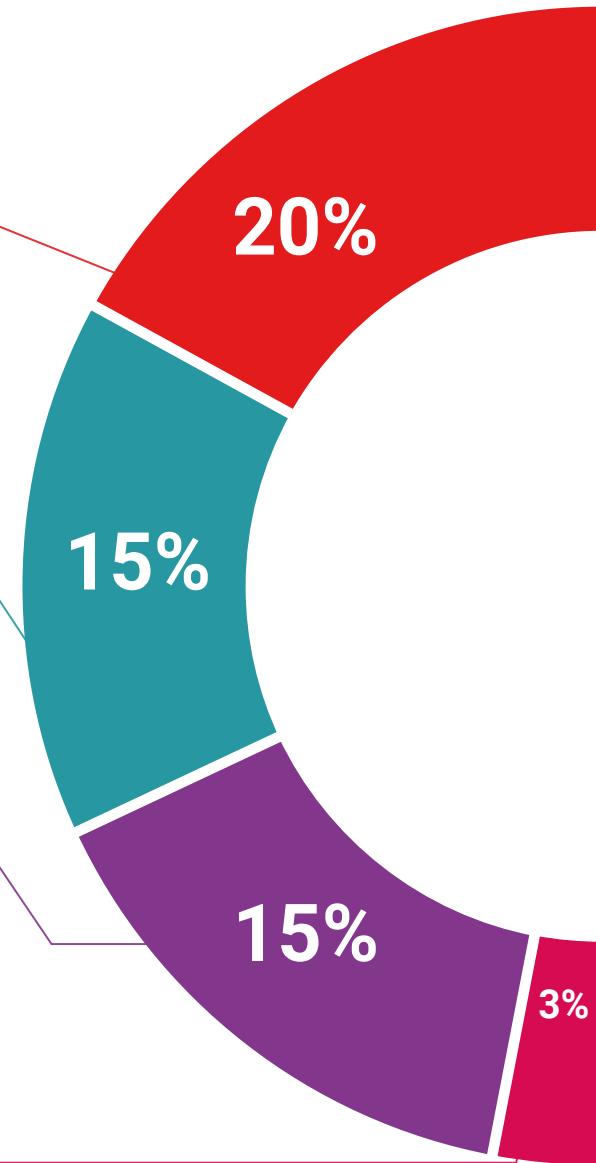
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

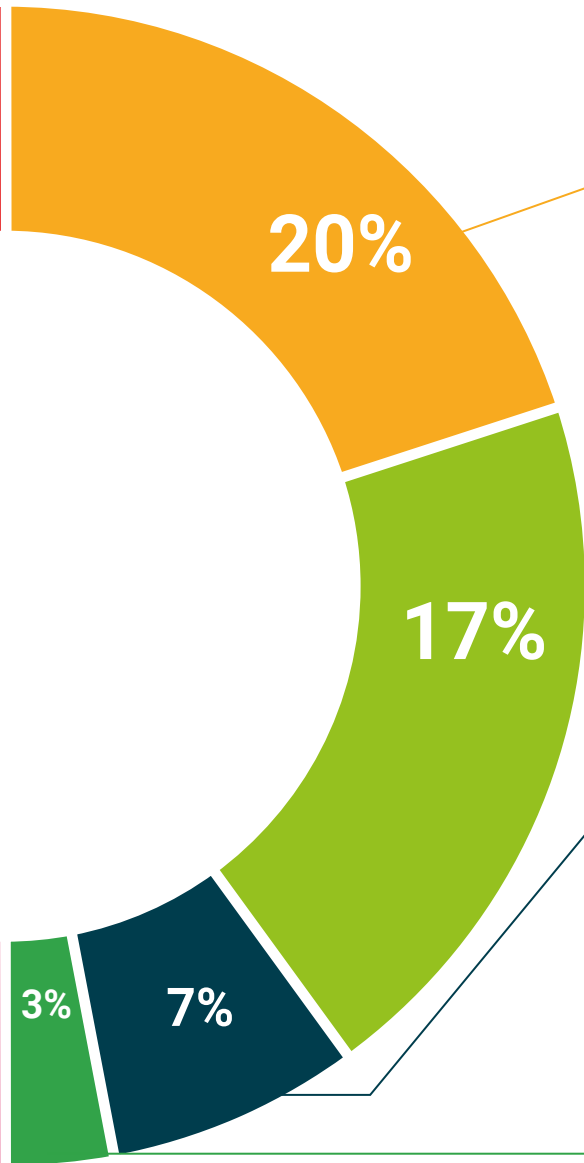
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.



09

Certificate

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





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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 an **Hybrid Professional Master's Degree in Psychology Research** 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.

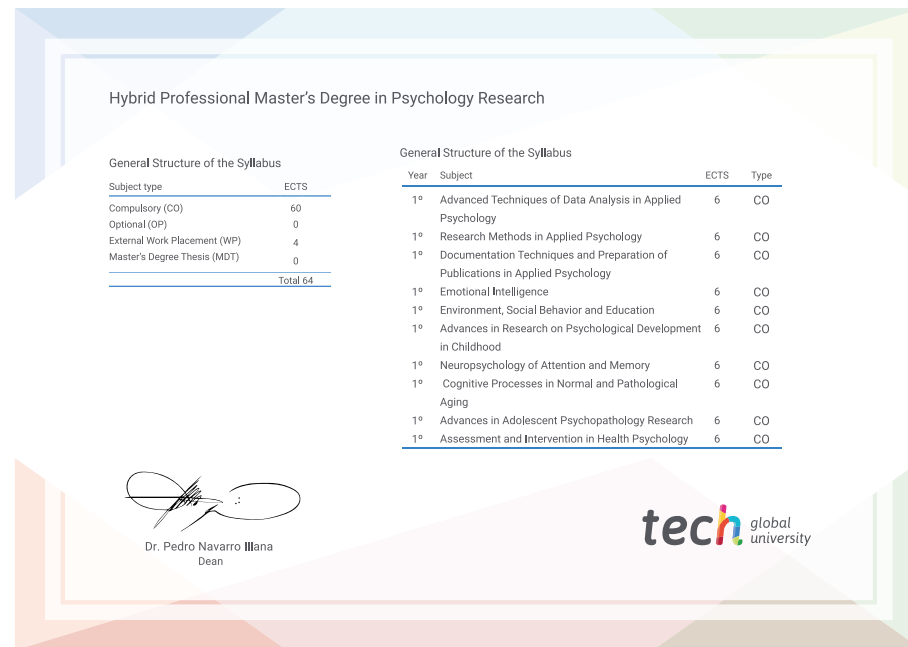
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Professional Master's Degree in Psychology Research**

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

Duration: **12 months**

Accreditation: **64 ECTS**



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



Hybrid Professional Master's Degree

Psychology Research

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Professional Master's Degree Psychology Research