

# Professional Master's Degree

## Sexology





## Professional Master's Degree Sexology

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

Website: [www.techtute.com/us/psychology/professional-master-degree/master-sexology](http://www.techtute.com/us/psychology/professional-master-degree/master-sexology)

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# 01

# Introduction

Sexuality is one of the pillars of human beings and a fundamental element for their emotional well-being. Nowadays, sex is moving away from taboos and traditional concepts. For this reason, the current role of the Psychology professional goes beyond treating couple problems and faces new challenges related to sexual diversity. Faced with this reality, TECH has created this program that provides the specialist with the most up-to-date information on sexological counseling, new masculinities and violence due to sexual orientation. All in a 100% online academic format and with quality multimedia content, developed by professionals with extensive experience in the area of Sexology.





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*Thanks to this 100% online Professional Master's Degree you will obtain a renewed and up-to-date vision of sexological counseling”*

Infidelity, jealousy and romantic breakups are closely associated with the work of a psychology professional who provides sexological counseling services and accompaniment to couples. However, the new reality implies the appearance of other problems that affect mental health, such as violence due to sexual diversity, sexual abuse or gender violence.

A reality that leads psychologists to be constantly updating their knowledge on the approach and management of patients suffering from different disorders associated with their sexuality. In this new context, this Professional Master's Degree in Sexology is created, which takes the professional into the new developments in sexological counseling, the gender perspective and the new masculinities over a period of 12 months.

A program designed to offer the specialist the most relevant information through a syllabus with a theoretical-practical approach, which will allow them to obtain the necessary techniques and resources to provide sex education according to the different stages of the patient's life. For this purpose, TECH provides the graduate with the most advanced pedagogical tools, to which they will have access 24 hours a day.

Also, thanks to the *Relearning* methodology, the psychologist will be able to progress through the study plan in a much more natural way and assimilate the key concepts more effectively. An efficient system that reduces the long hours of memorization.

The Psychology professional is, therefore, facing an excellent opportunity to update their knowledge in Sexology through a 100% online and flexible Professional Master's Degree. Students only need an electronic device with an Internet connection to view the program's syllabus at any time of the day. In addition, there are no classes with fixed schedules, so students can self-manage their study time and make a quality university degree compatible with their daily responsibilities.

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

- ♦ The development of case studies presented by experts in Psychology and Sexology
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Over the course of 12 months you will gain the most effective methods for comprehensive intervention for LGBTQ+ elderly people"*

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*The problems associated with fertility are on the rise. Acquire with this program intensive learning about the precise psychological support during this intense process”*

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

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

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

*Get into the most advanced and current syllabus in the new masculinities and the process of identity revision.*

*You are in front of a quality university qualification that is compatible with your day-to-day work in psychological consultation.*



# 02

# Objectives

This Professional Master's Degree provides the Psychology professional with the most advanced content and under the highest educational rigor on Sexology. In order to achieve this goal, TECH provides innovative pedagogical resources that will lead them to obtain the necessary tools to address difficulties related to sexuality, *Bullying* due to sexual diversity or child abuse. Likewise, the excellent teaching staff of this program will guide the professional at all times to achieve their goals and become a true specialist in this field.







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*An academic journey of 1,500 teaching hours that will lead you to obtain a vision of sexuality from a biopsychosocial perspective”*



## General Objectives

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





## Specific Objectives

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### Module 1. Sexology. Human Sexual Fact

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

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

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

### Module 3. Sex Education

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

### Module 4. Sexual and Reproductive Health

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

### Module 5. Sexologist Consultation

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

### Module 6. Erotic Difficulties

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

### Module 7. Couples Therapy

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

### Module 8. Equality and Gender Perspective

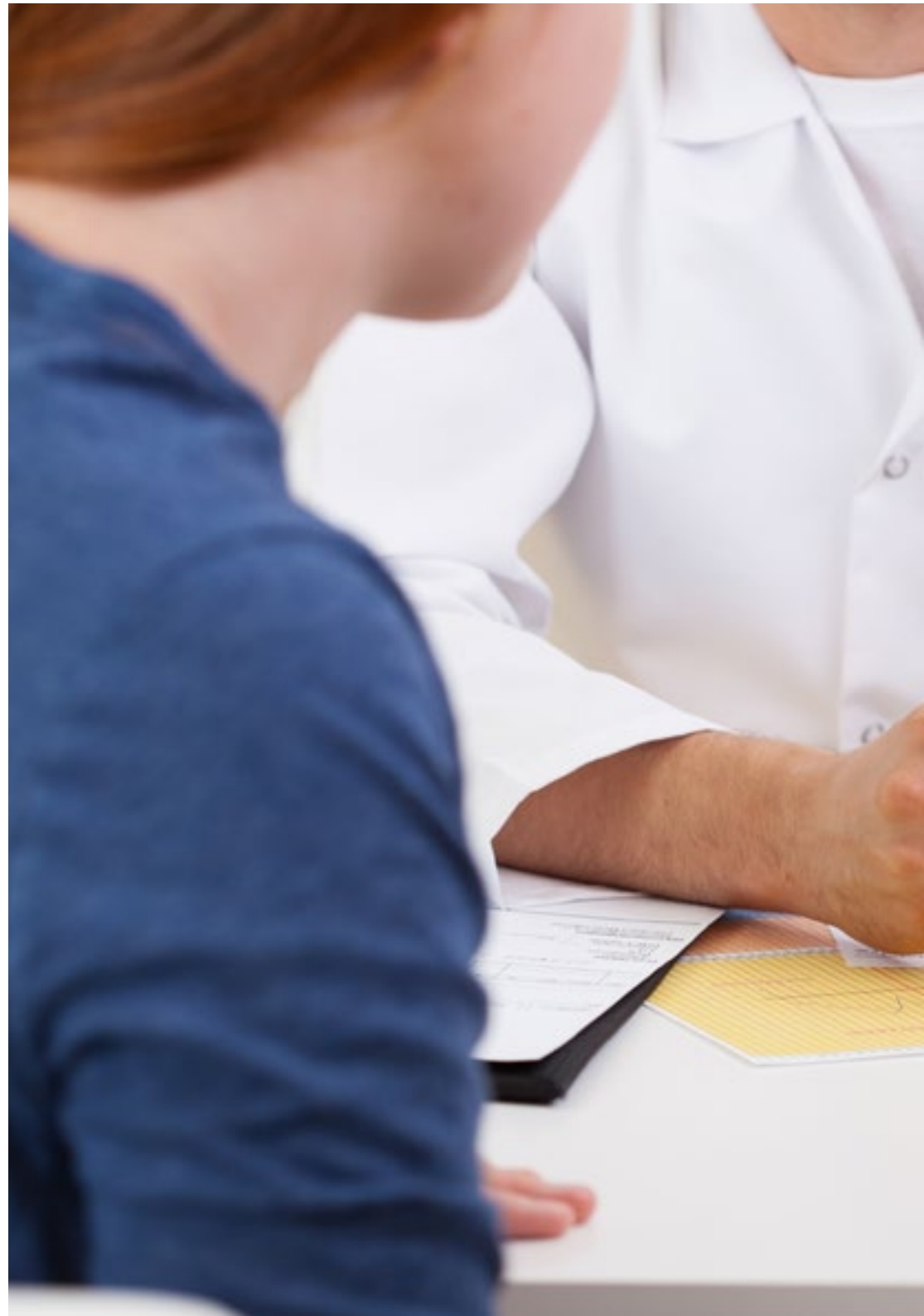
- ♦ Differentiate concepts and know the relationship between them
- ♦ Learn about resources to disseminate and educate from a gender perspective
- ♦ Delve into the different types of gender violence and how to intervene

### Module 9. Sexuality-Related Violence

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

### Module 10. Masculinity and Sexuality

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

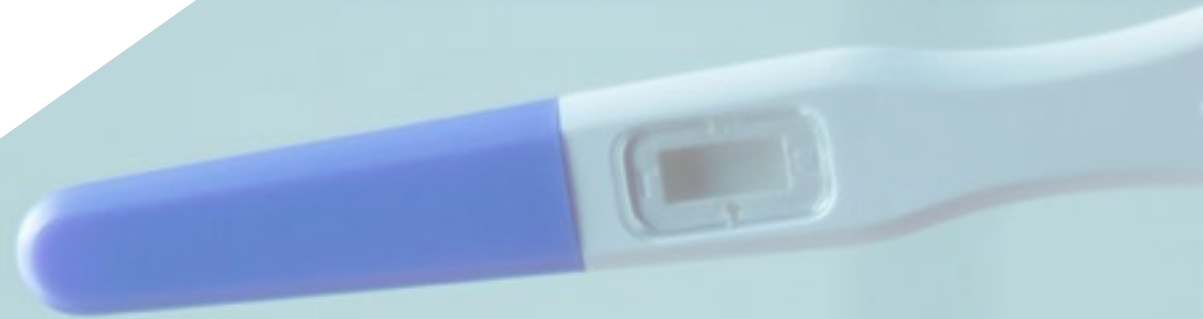




“ This qualification will enable you to expand your communication skills by providing you with the tools you need to disseminate information on sex education”

# 03 Skills

During the course of this university qualification, the psychologist will see how to expand their skills to develop their work in sexological consultations, while enhancing their communication skills with the patient. In this way, they will be able to address with a much deeper knowledge the most common problems related to sexuality, providing new approaches to the emergence of conflicts related to equality, gender violence or alternatives to existing masculinities.





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*This Professional Master's Degree will enhance your active listening skills and improve your confidence in sexological consultations”*



## General Skills

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







### Specific Skills

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



*TECH provides you with case studies that will allow you to integrate the most effective techniques to address patients with erotic difficulties”*

# 04

# Course Management

In its determination to offer a quality degree within everyone's reach. TECH carries out a rigorous selection process of all teachers who teach the programs. Therefore, the professional who immerses themselves in this Professional Master's Degree will have guaranteed access to a first class university education, taught by real specialists in Sexology. Likewise, the human quality and closeness of the teaching staff has been taken into account, since it favors the resolution of doubts about the syllabus and the relationship with the students.





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*An excellent multidisciplinary team specialized in Sexology will be responsible for guiding you during these learning and knowledge renewal processes”*

## International Guest Director

Dr. Paola Zamperini has a long career as a researcher and educator in the area of **Gender and Sexuality**. Furthermore, in her PhD she specialized in **Chinese Literature** and **Women's and Gender Studies** at the University of California at Berkeley. With this interdisciplinary approach, she maintains a keen interest in creating learning environments marked by **feminist** and **Queer theory**, while delving into Chinese and East Asian cultural traditions.

After joining the Department of Asian Languages and Cultures at Northwestern University, she has served as **Associate Director** of the **Gender and Sexuality Program** at Northwestern. As a professor, she has taught introductory courses on **sexuality studies**, **sexual subjects** and **traditions of feminist thought**. In the field of Asian cultures, she has focused on pre-modern Chinese literature, fashion theory and history, Buddhist literary cultures in East Asia, contemporary Chinese fiction, film and popular culture.

With her commitment to demonstrating the relevance of China studies to society and politics, Dr. Paola Zamperini has worked in Europe, developing intellectual and research connections with leading sinological centers. In this regard, she has collaborated as a mentor for undergraduate and graduate students at the **Center for Asian and Transcultural Studies**, which is considered the leading Asian studies center in Europe at the University of Heidelberg in Germany.

Also throughout her career she has written and published numerous books and articles on **representations of prostitution**, **female suicide**, **fashion theory and history**, and **spiritual resonance**. She has also related many of these topics to Chinese literature and culture.



## Dr. Zamperini, Paola

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- Associate Director of the Gender and Sexuality Program at Northwestern University, United States
- Director of the Department of Asian Languages and Culture, Northwestern University
- Associate Professor of Asian Languages and Civilizations at Amherst College
- Researcher and Mentor at the Center for Asian and Transcultural Studies at the University of Heidelberg, Germany
- Ph.D. in Chinese Literature and Women's and Gender Studies from the University of California at Berkeley
- Graduate in Chinese Language and Literature from Ca' Foscari University, Venice

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

## Management



### Ms. Ramos Escamilla, María

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

## Professors

### Ms. Gutiérrez Ramos, Pamela

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

### Ms. Rodríguez Sastre, Laura

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

### Mr. Coronilla Delgado, Eduardo

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



**Mr. Lajud Alastrué, Iñaki**

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

**Ms. López Trenado, Esther**

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

**Ms. Figueredo García, Marien**

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

**Ms. Cilveti Lapeira, Margarita**

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

05

# Structure and Content

The syllabus of this university qualification has been designed taking into account the new perspectives and approaches to patients with mental health problems related to sexuality. Therefore, students will learn about the evolution of sexology, erotic difficulties, fertility and sex education in different sectors of the population. High quality content is complemented with multimedia didactic material that can be accessed at any time of the day, from a computer, *Tablet* or cell phone with Internet connection. In this way, the specialist will be able to advance in their professional career in the area of Sexology.





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*Break the usual resistances you encounter in sex therapies thanks to the tools and techniques provided by this Professional Master's Degree”*

## Module 1. Sexology. Human Sexual Fact

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



- 1.8. Human Biological Processes
    - 1.8.1. Physical, Psychological and Sexual Changes during Adolescence
      - 1.8.1.1. Menstrual Cycle
    - 1.8.2. Pregnancy, Childbirth and Postpartum
    - 1.8.3. Climacteric and Menopause
    - 1.8.4. Andropause
  - 1.9. Anthropological Review of Human Sexuality
    - 1.9.1. The Change From Quadrupedality to Bipedality
    - 1.9.2. Most Important Historical Findings
    - 1.9.3. The Palaeolithic Period and the Revolution of the Affects
    - 1.9.4. Origin of Monogamy
  - 1.10. Areas of Sexology Development
    - 1.10.1. Clinical Symptoms
    - 1.10.2. Physical
    - 1.10.3. Educational
    - 1.10.4. Disclosure
- Module 2. Conceptual, Historical and Dissemination Framework**
- 2.1. Pillars of Sexology and Dissemination Framework
    - 2.1.1. Referents (Male and Female) in Sex Education
    - 2.1.2. Map of the Human Sexual Fact
  - 2.2. Conceptual Fields
    - 2.2.1. Sexuation and Sexuality
    - 2.2.2. Erotica and Amatory
    - 2.2.3. Couple and Procreation
  - 2.3. Sexuation: Identity
    - 2.3.1. Conceptualization: ALO and Autosexuation
    - 2.3.2. Transsexuality and Cissexuality
  - 2.4. Sexuality: Orientation of Desire
    - 2.4.1. Conceptualization
    - 2.4.2. Sexual Orientations
    - 2.4.3. Erotica and Desires
  - 2.5. Erotica and Amatory. Erotic Peculiarities
    - 2.5.1. Conceptualization
    - 2.5.2. Idea and Meaning of Sex in History
      - 2.5.2.1. Normative Erotics
      - 2.5.2.2. Non-Normative Erotics
  - 2.6. The idea of Sex: *Locus Genitalis*
    - 2.6.1. Sexological View in History
    - 2.6.2. Pleasure Beyond Reproduction
  - 2.7. Relationships
    - 2.7.1. Love: Concept of the Ars Amandi
    - 2.7.2. Relational Diversity
    - 2.7.3. Stages of the Relationships
    - 2.7.4. Marriage and Living Together
    - 2.7.5. Sex without Love and Love without Sex
  - 2.8. Sexological Dissemination
    - 2.8.1. General Principles
    - 2.8.2. Ethics in Dissemination
    - 2.8.3. Sexological History
  - 2.9. Current Dissemination Techniques
    - 2.9.1. Press, Television and Radio
    - 2.9.2. Social Media
    - 2.9.3. Creation of Material
  - 2.10. Personal *Branding* Development
    - 2.10.1. Brand Models
    - 2.10.2. Content Composition and Creation
    - 2.10.3. Creating Personal Brand

### Module 3. Sex Education

- 3.1. Principles
  - 3.1.1. Understanding its Importance
  - 3.1.2. Role of the Sex Educator
  - 3.1.3. Sexual and Reproductive Rights
  - 3.1.4. General Objectives
- 3.2. Childhood Sex Education
  - 3.2.1. Specific Objectives of this Stage
  - 3.2.2. Role of Parents and Other Educational Agents
  - 3.2.3. Sex Education in the Childhood Stage
  - 3.2.4. Sex Education in Primary School
  - 3.2.5. Proposed Activities and Resources
- 3.3. Adolescent Sex Education
  - 3.3.1. Specific Objectives of this Stage
  - 3.3.2. Role of Peer
  - 3.3.3. Sex Education (11-17 years old)
  - 3.3.4. Sex Education (17-19 years old)
  - 3.3.5. Proposed Activities and Resources
- 3.4. Sex Education for Adulthood
  - 3.4.1. Objectives According to More Particular Interests
  - 3.4.2. Sex Education in Early Adulthood (19-40 years old)
  - 3.4.3. Sex Education in Middle Adulthood (40-60 years old)
  - 3.4.4. Proposed Activities and Resources
- 3.5. Sex Education in Late Adulthood (over 60 years old)
  - 3.5.1. Specific Objectives of this Stage
  - 3.5.2. Main Difficulties
  - 3.5.3. Proposed Activities and Resources
- 3.6. Program Design and Implementation
  - 3.6.1. Diagnosis of Interests
  - 3.6.2. Program Development
  - 3.6.3. Program Implementation
  - 3.6.4. Program Assessment

- 3.7. Prevention and Health
  - 3.7.1. Contraceptive and Conceptive Methods
  - 3.7.2. Emergency Contraception
  - 3.7.3. Sexually Transmitted Infections
  - 3.7.4. Risky Behaviors
- 3.8. Relational Diversity
  - 3.8.1. Origin of Monogamy
  - 3.8.2. Important Concepts
  - 3.8.3. Types of Open Relationships
- 3.9. Functional Diversity and Severe Mental Disorder
  - 3.9.1. Stigmas of This Population
  - 3.9.2. PLISSIT Model
  - 3.9.3. Sexual Assistance
- 3.10. Formal and Non-Formal Education
  - 3.10.1. Types of Programs

### Module 4. Sexual and Reproductive Health

- 4.1. Contextualization
  - 4.1.1. Definition
  - 4.1.2. Technical and Sociological Developments
  - 4.1.3. Assisted Reproductive Treatment and its Legal Context in Different Countries
- 4.2. HIV
  - 4.2.1. Historical Context
  - 4.2.2. Associated Stigma
  - 4.2.3. Current Treatments
  - 4.2.4. Positive Resources
- 4.3. Voluntary Termination of Pregnancy
  - 4.3.1. Definition
  - 4.3.2. Procedure
  - 4.3.3. Media Impact
  - 4.3.4. Physical, Emotional and Economic Consequences

- 4.4. Fertility: Ovaries and Uterus
  - 4.4.1. Gamete Formation
  - 4.4.2. Menstrual Cycle
  - 4.4.3. Classical Fertility Management Methods
    - 4.4.3.1. Symptothermal Method
    - 4.4.3.2. Cervical Mucus Recording
    - 4.4.3.3. Cervical Height Recording
  - 4.4.4. Testing of Individuals with Ovaries and/or Uterus
  - 4.4.5. Fertility in the Reaffirmation of Sexual Identity
- 4.5. Fertility: Testicles
  - 4.5.1. Gamete Formation
  - 4.5.2. Cycle of Sperm Formation/Regeneration
  - 4.5.3. Habits that Can Alter the Fertile Potential
  - 4.5.4. Testing of Individuals with Testicle
  - 4.5.5. Fertility in the Reaffirmation of Sexual Identity
- 4.6. Treatments in Assisted Reproduction I
  - 4.6.1. Directed Sexual Relationships (DSR)
  - 4.6.2. Artificial Insemination with the Partner's Sperm
  - 4.6.3. Artificial Insemination with Donor Sperm
- 4.7. Treatments in Assisted Reproduction II
  - 4.7.1. In Vitro Fertilization (IVF)
  - 4.7.2. Intracytoplasmic Sperm Microinjection (ICSI)
  - 4.7.3. Blastocyst Culture
  - 4.7.4. Preimplantation Genetic Diagnosis (PGD)
- 4.8. Sexological Support During the Search for Pregnancy
  - 4.8.1. Impact of the Assisted Reproduction Process on Erotic Desire
  - 4.8.2. Sexual Satisfaction with a Diagnosis of Infertility
- 4.9. Myths of Fertility
  - 4.9.1. Probability of Pregnancy
  - 4.9.2. Postures that Favor Pregnancy
  - 4.9.3. Orgasm and Fertility
  - 4.9.4. Efficacy of Fertility Techniques
  - 4.9.5. Ejaculatory Abstinence and Fertility

- 4.10. Sexual Health Promotion
  - 4.10.1. Difference between Prevention and Promotion
  - 4.10.2. Tools for the Promotion of Sexual Health

## Module 5. Sexologist Consultation

- 5.1. Basic Assumptions
  - 5.1.1. Objectives of Sex Therapy
  - 5.1.2. Therapeutic Framework
  - 5.1.3. General Intervention Phases
- 5.2. Deontological Aspects
  - 5.2.1. Basic Principles
  - 5.2.2. Deontology in Sexology
  - 5.2.3. Deontology of Each Profession
- 5.3. Sexological Counseling
  - 5.3.1. Special Characteristics
  - 5.3.2. Frequently Asked Questions
- 5.4. Therapist Skills
  - 5.4.1. Skills
  - 5.4.2. Active Listening
  - 5.4.3. Self-Knowledge
  - 5.4.4. Good Practices
- 5.5. Therapist Self-Care
  - 5.5.1. Burn Out Risk
  - 5.5.2. Importance of the Therapist's Psychological Adjustment
  - 5.5.3. Taking Care of the Energy
- 5.6. Therapeutic Alliance
  - 5.6.1. Importance
  - 5.6.2. Characteristics of the Therapeutic Relationship
  - 5.6.3. Different Approaches to the Therapeutic Alliance
- 5.7. Specific Characteristics of Couples Therapy and Sex Therapy
  - 5.7.1. Vivencial Environment
  - 5.7.2. Habitual Resistance to Therapy

- 5.8. Characteristics for a Good Prognosis
  - 5.8.1. Safety Within the Therapeutic System
  - 5.8.2. Engagement in the Therapeutic Process
  - 5.8.3. Emotional Connection with the Therapist
- 5.9. Issues to be Addressed
  - 5.9.1. Perception of the Own Body
  - 5.9.2. Self-concept
  - 5.9.3. Self-esteem
- 5.10. Online Consultation
  - 5.10.1. Advantages and Disadvantages
  - 5.10.2. Demonstrated Efficacy
  - 5.10.3. Optimal Conditions for Online Consultation

## Module 6. Erotic Difficulties

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

## Module 7. Couples Therapy

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

- 7.7. Conflict Management in Couples
  - 7.7.1. Introduction to Conflict Theory
  - 7.7.2. Factors that Influence Couple Conflict
  - 7.7.3. Defence Mechanisms
  - 7.7.4. Identification of Couples' Problems
  - 7.7.5. Negotiation Strategies
- 7.8. Infidelity
  - 7.8.1. Definition
  - 7.8.2. Etiology and Epidemiology
  - 7.8.3. Myths and Realities in Infidelity
  - 7.8.4. Specific Aspects to Assess and Work on
  - 7.8.5. Ethical and Deontological Implications
- 7.9. Jealousy Management
  - 7.9.1. Definition
  - 7.9.2. Differences Between Jealousy as an Emotion and Celotipia
  - 7.9.3. Specific Aspects to Assess and Work on
- 7.10. Couple's Breakup
  - 7.10.1. Accompanying the Breakup Process
  - 7.10.2. Reactions to the Breakup
  - 7.10.3. Love Mourning
  - 7.10.4. Traumatic Breakup
  - 7.10.5. Legal Proceedings

## Module 8. Equality and Gender Perspective

- 8.1. Gender Perspectives
  - 8.1.1. Brief Review Differences Sex vs. Gender
  - 8.1.2. Patriarchy
- 8.2. Why it is Necessary?
  - 8.2.1. Social Differences Boys/ Girls
  - 8.2.2. The Social Context
  - 8.2.3. Wage Gap
  - 8.2.4. Orgasmic Gap

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

## Module 9. Sexuality-Related Violence

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



- 9.7. Intragender Violence
  - 9.7.1. Background Cultural Context
  - 9.7.2. Legislation
  - 9.7.3. Intervention and Approach
- 9.8. Bullying for Sexual Diversity Reasons
  - 9.8.1. What Is It?
  - 9.8.2. Profile of the Aggressor and the Victim
  - 9.8.3. Frequency and Type of School Bullying
  - 9.8.4. Consequences
- 9.9. LGBTIQAP+ Affirmative Psychology
  - 9.9.1. Intervention with Families
  - 9.9.2. Integral Intervention from the Socio-sanitary and Psychosocial Sphere
  - 9.9.3. Intervention with LGBTIQAP+ Elderly People
- 9.10. Education in Sexual Diversity in the Classroom
  - 9.10.1. Referents and Absences
  - 9.10.2. Educational Activities and Resources

## Module 10. Masculinity and Sexuality

- 10.1. Contextualization of Male Socialization
  - 10.1.1. Hegemonic Masculinity and Complicit Masculinities
  - 10.1.2. Masculinity and Patriarchy
- 10.2. Masculinity Box
  - 10.2.1. What Is It? Associated Values, Mandates and Beliefs
- 10.3. Risk of Masculinity
  - 10.3.1. Risks to Men Themselves
  - 10.3.2. Risks to Society. Violence
- 10.4. Non-normative Dissident Masculinities
  - 10.4.1. De-essentializing Masculinity
  - 10.4.2. Importance of Plural Identities

- 10.5. Masculinity in Affective and Sexual Attachments
  - 10.5.1. Homosociability
  - 10.5.2. Affective Relationship Skills
  - 10.5.3. Roles of Men in the Couple
- 10.6. Male Erotica (I)
  - 10.6.1. Influence of Pornography in the Male Ideology
  - 10.6.2. Fantasies and Autoerotica
- 10.7. Male Erotica (II)
  - 10.7.1. Desire, Pleasure and Genitality in Normative Relational Erotics
  - 10.7.2. Non-normative Erotic and Relational Imaginaries
- 10.8. Male Erotica (III)
  - 10.8.1. Intimacy, Vulnerability and Care
- 10.9. New Masculinities
  - 10.9.1. What are they?
  - 10.9.2. Collectivizing the Identity Review Process
- 10.10. Reflecting on Masculinity
  - 10.10.1. Strategies for Self-knowledge
  - 10.10.2. Who am I?



*Acquire with this teaching a multitude of educational resources oriented to inform about sex education to young and adult population”*

06

# Methodology

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

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



“

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

## At TECH we use the Case Method

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

*With TECH 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.

“

*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 adapted in 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 assess and re-assess 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.



07

# Certificate

The Professional Master's Degree in Sexology guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 a **Professional Master's Degree in Sexology** endorsed by **TECH Global University**, the world's largest online university.

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

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

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service information  
knowledge present quality  
development languages  
virtual classroom



## Professional Master's Degree Sexology

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

# Professional Master's Degree

## Sexology