

Postgraduate Diploma Basic Psychology





Postgraduate Diploma Basic Psychology

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/pk/postgraduate-diploma/postgraduate-diploma-basic-psychology

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01

Introduction

Knowing the mind and how it works, especially in relation to cognitive and relational processes, is a very useful skill for professionals in many fields. Its practical application will allow the students to have a better capacity for action in all fields in which interpersonal relationships are basic. With this Postgraduate Diploma you will learn everything you need to carry it out safely and successfully.



“

Learn the basic developments in psychology and turn them into a highly valuable professional growth tool"

This Postgraduate Diploma provides extensive knowledge in advanced models and techniques in basic psychology. For this, you will have a teaching faculty that stands out for its extensive professional experience in the different fields in which psychology has developed and in different sectors of the population.

Throughout this program, you will learn the current and newest approaches on this topic. You will learn to adequately analyze and interpret data from different research questions, with the help of specialized software; to handle the different modalities of measuring psychological variables and processes, as well as to analyze and interpret the results of the evaluation.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to develop your passion for learning, helping you to analyze and to develop critical thinking skills.

A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This **Postgraduate Diploma in Basic Psychology** contains the most complete and up-to-date program on the market. The most important features include:

- ◆ The development of 100 case studies presented by experts in Scientific Evaluation Applied to the Psychological Field
- ◆ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for Psychologist
- ◆ New developments and innovations in the different areas of psychology
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ◆ Special emphasis on cutting-edge 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



An educational program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way"

“ *All the approaches of a specialization created to boost learning, at your fingertips in a high-level Postgraduate Diploma* ”

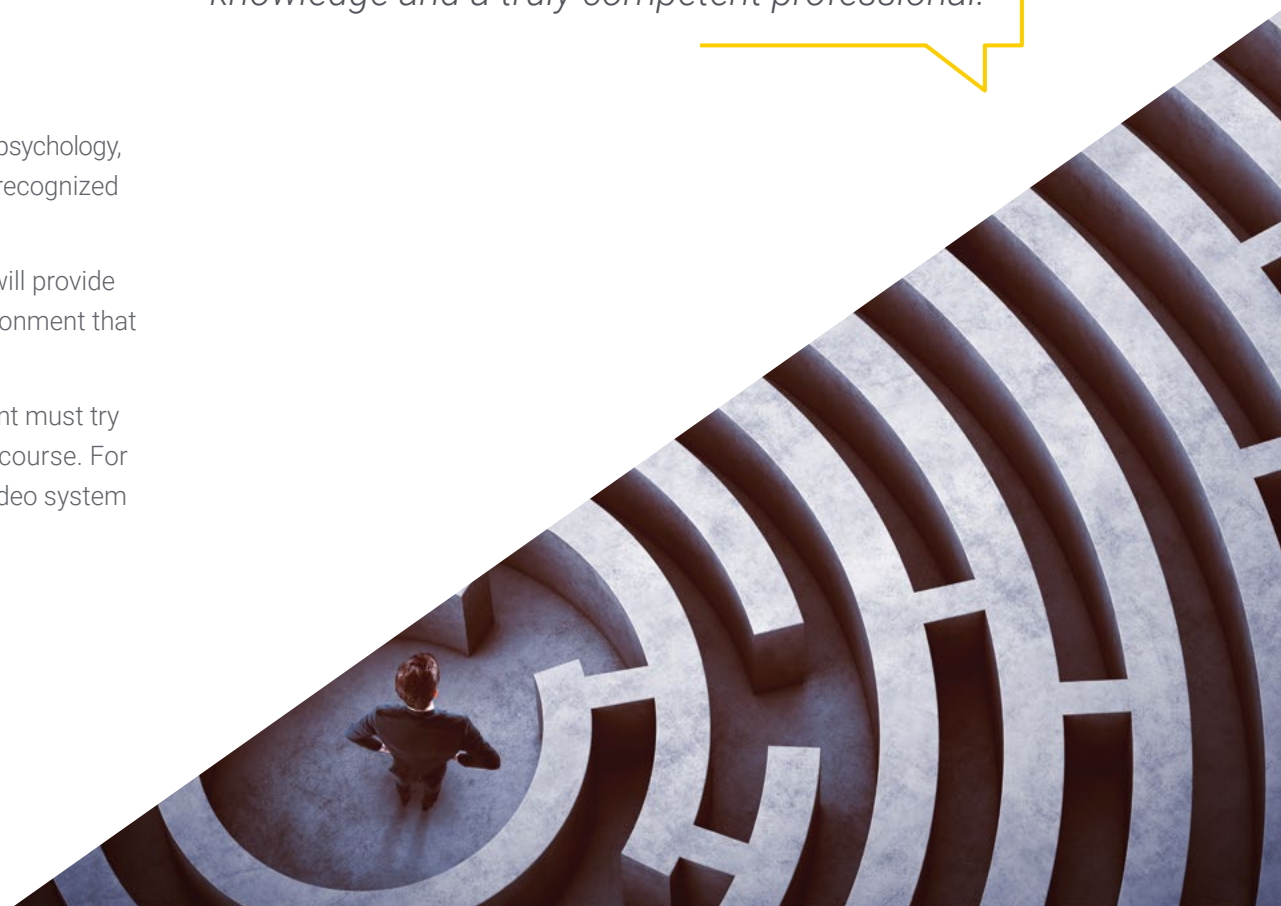
It includes a very broad teaching staff of professionals belonging to the field of psychology, who pour into this specialization the experience of their work, in addition to recognized specialists of reference societies and prestigious universities

The 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 program designed to learn in real situations.

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

An apprenticeship that will become a resume in a competitive plus.

This Postgraduate Diploma makes the difference between a professional with a lot of knowledge and a truly competent professional.



02

Objectives

The objectives of this program have been established as a guide for the development of the entire specialization, with the specific mission of offering the students a very intensive specialization that really boosts their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.



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If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further. This specialization will give your career the boost it needs”



General Objective

- ◆ Acquire the theoretical and practical knowledge necessary to be able to use Basic Psychology as a professional in this area, with real working capacity and optimal results, learning autonomously but assisted by the best professionals in this field



This Postgraduate Diploma is aimed at all psychologists who want to achieve a high degree of specialization in Scientific Evaluation Applied to the Psychological field"





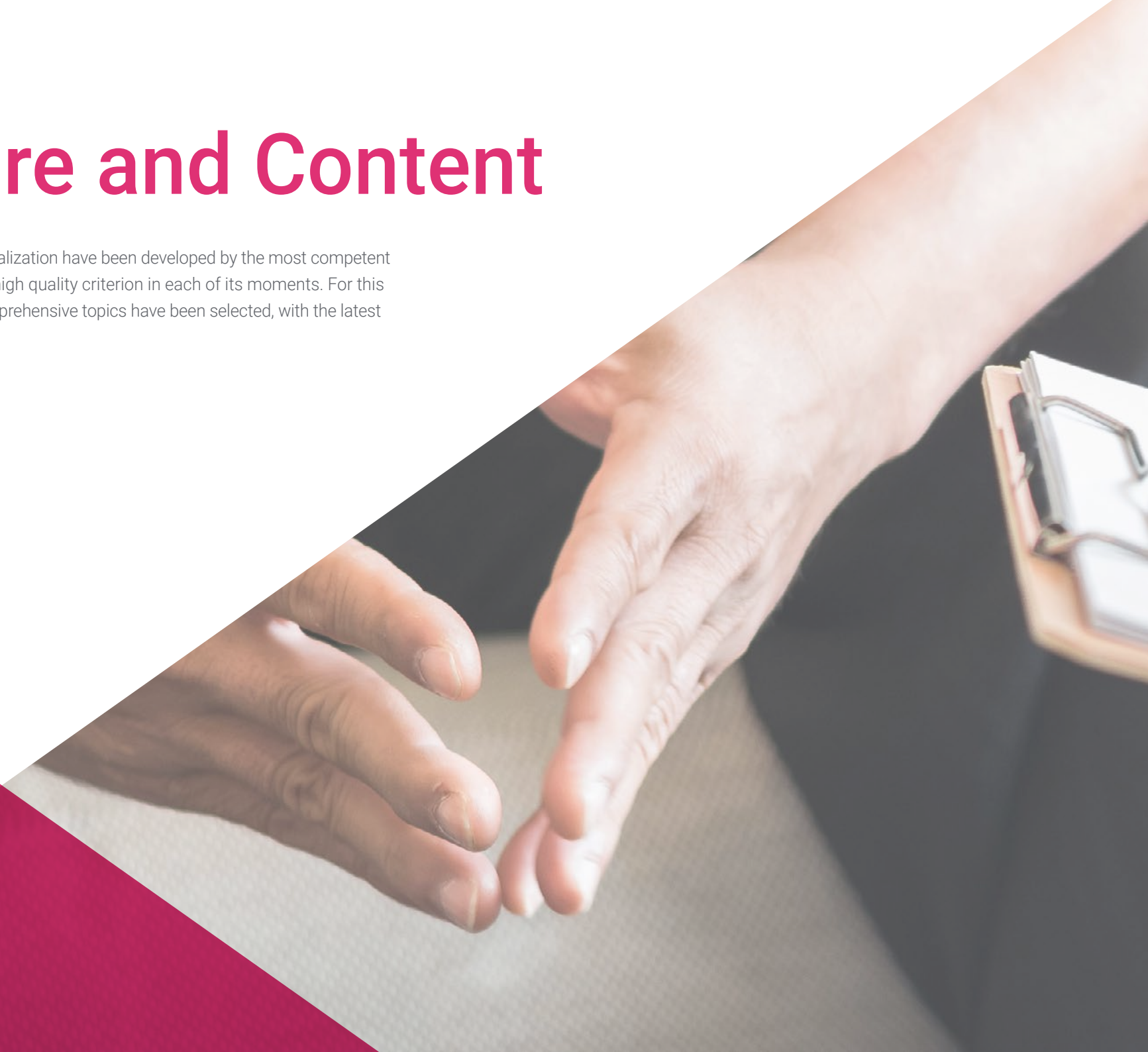
Specific Objectives

- ◆ You will learn the different theoretical models of psychology that have been developed throughout history since its beginnings
- ◆ Learn the relationship between psychology, history and science
- ◆ Obtain a historical view of the different dominant paradigms since the birth of psychology
- ◆ Understand the philosophical assumptions underlying the various past and present schools of psychology
- ◆ Know and comply with the deontological obligations of Psychology
- ◆ Possess critical judgment skills to evaluate processes or situations objectively
- ◆ Master association-based learning: classical, operant, and causal conditioning; spatial, observational (vicarious) learning; concept and category learning; and skill and strategy learning
- ◆ Learn the three main principles of thinking reasoning, decision making and problem solving
- ◆ Have critical judgment skills to evaluate processes or situations objectively
- ◆ Understand auditory perception, with special emphasis on speech and language perception
- ◆ Become familiar with the main theoretical models underlying perception and attention
- ◆ Learn to understand the classification of attention into different types and its application to concrete situations of daily life
- ◆ Learning the neural basis underlying attention is interesting under the current scientific paradigm
- ◆ Understanding the relationship between perception and attention and the neuropsychological disorders associated with these processes are useful for the professional performance of a future psychologist
- ◆ Explore and gain in-depth knowledge of the characteristics and functioning of memory processes, in relation to the holistic development of the person, in the specific field of learning

03

Structure and Content

The contents of this complete specialization have been developed by the most competent professionals in this sector, with a high quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.





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This Online Postgraduate Diploma in Basic Psychology contains the most complete and up-to-date scientific program on the market"

Module 1. History of Psychology

- 1.1. General Overview of Psychology History
 - 1.1.1. Introduction to Psychology History
 - 1.1.2. Overview of Psychology History
 - 1.1.3. Conclusions
- 1.2. Historical Background
 - 1.2.1. Evolution from Philosophy to Psychology
 - 1.2.2. Contributions of Physiology
 - 1.2.3. Contributions of Biology
- 1.3. Emergence of Scientific Psychology
 - 1.3.1. Introduction
 - 1.3.2. Psychophysics
 - 1.3.3. Wilhelm M. Wundt and the Leipzig Laboratory
- 1.4. Background of Scientific Psychology
 - 1.4.1. British Scientific Psychology
 - 1.4.2. French Scientific Psychology
 - 1.4.3. Russian Reflexology
 - 1.4.4. Functionalism
 - 1.4.5. Structuralism
 - 1.4.6. Structuralists vs. Functionalists
- 1.5. Gestalt and Social Psychology
 - 1.5.1. Precursors and Antecedents of Gestalt theory
 - 1.5.2. Methods of Gestalt Psychology
 - 1.5.3. Social and Personality Psychology
- 1.6. Psychoanalysis
 - 1.6.1. Sigmund Freud and the Beginnings of his Theory
 - 1.6.2. Psychoanalysis
 - 1.6.3. The Therapeutic Method
- 1.7. Behaviorism and Learning Theories
 - 1.7.1. Background: Ivan Pavlov and Edward Thorndike
 - 1.7.2. Statement of Behaviorism: John Watson
 - 1.7.3. Skinnerian Behaviorism



- 1.8. Humanistic Psychology
 - 1.8.1. Beginnings of Humanistic Psychology
 - 1.8.2. Main Theories of Humanistic Psychology
 - 1.8.3. Pros and Cons of the Humanistic Psychological Model
 - 1.9. Cognitive Psychology and Neuroscience
 - 1.9.1. Background
 - 1.9.2. Information Processing Theory
 - 1.9.3. Cognition and Emotion
 - 1.10. Psychology Today
 - 1.10.1. Psychological Schools Today
 - 1.10.2. Formation of the Professional in Psychology
 - 1.10.3. Spheres of Action of Psychology
- Module 2. Learning psychology**
- 2.1. Learning and classical conditioning
 - 2.1.1. Introduction
 - 2.1.2. Reflex, habituation and sensitization
 - 2.1.3. Classical conditioning
 - 2.2. Operant conditioning
 - 2.2.1. Basics of operant conditioning
 - 2.2.2. Reinforcement and punishment programs
 - 2.2.3. Extinction
 - 2.3. Causal learning
 - 2.3.1. Introduction
 - 2.3.2. Causal learning models
 - 2.3.3. Learned helplessness
 - 2.4. Spatial learning
 - 2.4.1. Introduction
 - 2.4.2. Tolman, pioneer of spatial learning
 - 2.4.3. Conclusions
 - 2.5. Learning by Observation
 - 2.5.1. Introduction
 - 2.5.2. Observational learningEl aprendizaje observacional
 - 2.5.3. Bandura's social learning theory
 - 2.5.4. Alternatives to imitation
 - 2.5.5. Brain substrates: mirror neurons
 - 2.6. Learning concepts and categories, skills and strategies
 - 2.6.1. Introduction
 - 2.6.2. Learning of abstract relationships (categories and concepts)
 - 2.6.3. Learning skills
 - 2.6.4. Learning strategies
 - 2.7. Deductive reasoning
 - 2.7.1. Introduction
 - 2.7.2. Deductive reasoning: propositional
 - 2.7.3. Key inferences
 - 2.7.4. Reasoning theories
 - 2.8. Probabilistic reasoning
 - 2.8.1. Introduction to inductive reasoning: categorical induction
 - 2.8.2. Introduction to probabilistic reasoning
 - 2.8.3. Heuristics
 - 2.8.4. Mental models theory
 - 2.9. Learning, motivation and emotion
 - 2.9.1. Introduction
 - 2.9.2. Normative decision theory
 - 2.9.3. Decision Making
 - 2.10. Contextual reasoning
 - 2.10.1. Daily reasoning
 - 2.10.2. Argumentative skills
 - 2.10.3. Creativity

Module 3. Attention and Perception Psychology

- 3.1. The perception process
 - 3.1.1. An introduction to perception
 - 3.1.2. Color perception
 - 3.1.3. Anomalous perceptions
- 3.2. Motion perception
 - 3.2.1. Definition of motion
 - 3.2.2. Motion perception functions
 - 3.2.3. Characteristics of motion perception and its types
- 3.3. Perception of speech
 - 3.3.1. Physical characteristics of the signal
 - 3.3.2. Acoustic wave elements
 - 3.3.3. Theories of speech perception
- 3.4. Perception of language
 - 3.4.1. Perception of vowels
 - 3.4.2. Perception of consonants
 - 3.4.3. Conclusions
- 3.5. Introduction to the study of attention
 - 3.5.1. Concept of attention
 - 3.5.2. Attention characteristics
 - 3.5.3. Determinants of attention
 - 3.5.4. Types of care
- 3.6. Selective attention
 - 3.6.1. Definition and concept of selective attention
 - 3.6.2. Selective attention dimensions
 - 3.6.3. Models of selective attention
- 3.7. Divided attention
 - 3.7.1. Definition and concept of divided attention
 - 3.7.2. Split-care models
 - 3.7.3. Automaticity and attentional control
- 3.8. Sustained attention
 - 3.8.1. Definition and concept of sustained attention
 - 3.8.2. Characteristics of sustained attention tasks
 - 3.8.3. Theories of sustained attention

- 3.9. The contribution of attention to experimental studies
 - 3.9.1. Experimental tasks and paradigms
 - 3.9.2. The Stroop task
 - 3.9.3. The priming tasks
 - 3.9.4. Doble tarea
- 3.10. Neuroscience of attention
 - 3.10.1. Cerebral bases of attention
 - 3.10.2. The P300 component as an electrophysiological indicator of attentional processes
 - 3.10.3. Sustained attention and neuroimaging
 - 3.10.4. Individual differences in perception and attention
 - 3.10.5. Age differences in care

Module 4. Psychology of Memory

- 4.1. Conceptual Bases of memory
 - 4.1.1. Introduction and Objectives
 - 4.1.2. Concept and Definition of Memory
 - 4.1.3. Basic Processes of Memory
 - 4.1.4. Initial Research on Memory
 - 4.1.5. Classification of Memory
 - 4.1.6. Memory During Development
 - 4.1.7. General Strategies to Stimulate Memory
 - 4.1.8. Bibliographic References
- 4.2. Sensory Memory
 - 4.2.1. Introduction and Objectives
 - 4.2.2. Concept and Definition
 - 4.2.3. Neurobiological Foundations of Sensory Memory
 - 4.2.4. Assessing Sensory Memory
 - 4.2.5. Intervention in Educational Contexts of Sensory Memory
 - 4.2.6. Family Activities for Students From Three to Five Years of Age
 - 4.2.7. Sensory Memory Intervention Case Study
 - 4.2.8. Bibliographic References

- 4.3. Short-Term Memory
 - 4.3.1. Introduction and Objectives
 - 4.3.2. Concept and Definition of Short-Term Memory and Working Memory
 - 4.3.3. Neurobiological Bases of Short-Term and Working Memory
 - 4.3.4. Assessment of Short-Term and Working Memory
 - 4.3.5. Intervention in Educational Contexts of Short-Term Memory
 - 4.3.6. Family Activities for Students From Six to Eleven Years of Age
 - 4.3.7. Working Memory Intervention Case Study
 - 4.3.8. Bibliographic References
- 4.4. Long-Term Memory
 - 4.4.1. Introduction and Objectives
 - 4.4.2. Concept and Definition
 - 4.4.3. Neurobiological Bases of Long-Term Memory
 - 4.4.4. Assessment of Long-Term Memory
 - 4.4.5. Intervention in Educational Contexts of Long-Term Memory
 - 4.4.6. Family Activities for Students From Twelve to Eighteen Years of Age
 - 4.4.7. Long-Term Memory Intervention Case Study
- 4.5. Memory Disorders
 - 4.5.1. Introduction and Objectives
 - 4.5.2. Memory and Emotion
 - 4.5.3. Forgetfulness Theories of Forgetfulness
 - 4.5.4. Memory Distortions
 - 4.5.5. Memory Alterations: Amnesias
 - 4.5.6. Childhood Amnesia
 - 4.5.7. Other Types of Memory Alteration
 - 4.5.8. Programs to Improve Memory
 - 4.5.9. Technological Programs to Improve Memory
 - 4.5.10. Bibliographical References
- 4.6. Thinking Skills
 - 4.6.1. Introduction and Objectives
 - 4.6.2. Developing Thinking from Childhood to the Adult Age
 - 4.6.3. Basic Thought Processes
 - 4.6.4. Thinking Skills
 - 4.6.5. Critical Thinking
 - 4.6.6. Characteristics of Digital Natives
 - 4.6.7. Bibliographic References
- 4.7. Neurobiology of Thinking
 - 4.7.1. Introduction and Objectives
 - 4.7.2. Neurobiological Foundations of Thinking
 - 4.7.3. Cognitive distortions
 - 4.7.4. Neuropsychological Assessment Instruments
 - 4.7.5. Bibliographic References
- 4.8. Cognitive Intervention
 - 4.8.1. Introduction and Objectives
 - 4.8.2. Learning Strategies
 - 4.8.3. Cognitive Stimulation Techniques in Educational Contexts
 - 4.8.4. Methods for Studying at Home
 - 4.8.5. Cognitive Stimulation Activities in the Family Environment
 - 4.8.6. Learning Strategy Intervention Case Study
 - 4.8.7. Bibliographic References
- 4.9. Cognitive Thought Theories
 - 4.9.1. Introduction and Objectives
 - 4.9.2. Significant Learning Theory
 - 4.9.3. Information Processing Theory
 - 4.9.4. Genetic Theory: Constructivism
 - 4.9.5. Sociocultural Theory: Socioconstructivism
 - 4.9.6. Theory of Connectivism
 - 4.9.7. Metacognition: Learning to Think
 - 4.9.8. Programs for the Acquisition of Thinking Skills
 - 4.9.9. Technological Programs for the Improvement of Thinking Skills
 - 4.9.10. Thinking Skill Intervention Case Study
 - 4.9.11. Bibliographic References

04

Methodology

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

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



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

At TECH we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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

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



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

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

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

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

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



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



Study Material

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

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



Latest Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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



06

Certificate

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



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Include on your specialization a Postgraduate Diploma in Basic Psychology: A huge step forward in your competitiveness in the sector”

This **Postgraduate Diploma in Basic Psychology** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Basic Psychology**

Official N° of Hours: **600 h.**



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

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



Postgraduate Diploma Basic Psychology

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma Basic Psychology

