

# Postgraduate Diploma

## Psychological Evaluation of Stress in the Family Environment



## Postgraduate Diploma Psychological Evaluation of Stress in the Family Environment

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 26 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychological-evaluation-stress-family-environment](http://www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychological-evaluation-stress-family-environment)

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# 01

# Introduction

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



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*The hypothesis of researchers on the subject, has been that the negative impact that certain external factors may have on the development of emotional and behavioral problems in children and adolescents, is directly shaped by family structure and dynamics. In many cases, stress factors can modify the family environment to such an extent that they become dysfunctional”*

One of the most commonly studied factors of familial pathology has been the economic situation. Different research has brought to light that economics has a negative influence on psychological well-being and family relationships. In addition, there has been an increase in the number of studies which show the influence of economic stress on children and adolescents is shaped by the type of relationship that exists between parents and children. However, the processes through which economic stress can generate emotional “distress” or negatively affect family relationships still haven’t been adequately proved and clarified. One attempt to clarify such processes is that of Conger and colleagues, whose theoretical model proposes that economic stress experienced by parents increases both disharmony and conflict between parents and problems between parents and children over money-related issues. Specifically, they claim that economic stress among parents provokes high levels of irritability in the couple alongside more stubborn attitudes in relation to money management which can, in turn, result in more general hostility towards their children. These hostile and coercive behavioral changes towards children can generate or increase any emotional and behavioral problems they may have.



*Expand your knowledge through the Postgraduate Diploma in Psychological Evaluation of Stress in the Family Environment, in a practical way and adapted to your needs”*

This **Postgraduate Diploma in Psychological Evaluation of Stress in the Family Environment** contains the most complete and up-to-date scientific program on the market. The most important features of the course are:

- ♦ Clinical cases presented by experts in the different specialties. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ Latest information on Psychological Evaluation of Stress in the Family Environment
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations.
- ♦ With special emphasis on evidence-based psychology and research methodologies in psychology.
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection.



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*This Postgraduate Diploma may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Psychological Evaluation of Stress in the Family Environment, you will obtain a qualification from TECH Global University"*

The teaching staff includes healthcare professional from the field of Psychology who bring their vast experience to the course, as well as renowned specialists from scientific societies of reference.

Thanks to multimedia content developed with the latest educational technology, the professional has access to situational and contextual learning. In other words, a simulated environment that will provide immersive learning, programmed to train for real situations.

The design of this program is based on Problem Based Learning through which the psychologist will have to try and resolve the different practical professional situations that arise throughout the course. For this purpose the student will be assisted by an innovative interactive video system created by renowned experts in the field of psychology who have lots of teaching experience.

*The Postgraduate Diploma includes real clinical cases and exercises to bring the development of the course closer to the psychologist's clinical practice.*



02

# Objectives

The principal objective of the program is the development of both theoretical and practical learning, so that the professional can master, in a practical and rigorous way, the study of Psychological Evaluation of Stress in the Family Environment.







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*This refresher program will generate a sense of confidence when practising psychology which will help you grow both personally and professionally”*



## General Objectives

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- ♦ Identify the evolution of the different disorders listed in the DSM-5 or ICD-10.
- ♦ Master the fields of medical-psychologist interaction in family intervention.
- ♦ Provide the professional with all the up-to-date references on the diagnosis, intervention and therapeutic process of the family.
- ♦ Describe, with decision protocols, the individualized study of family members to be able to perform a rigorous psychopathological study.
- ♦ Use decision trees to make a permanent differential diagnosis.
- ♦ Organize all the information within a multidisciplinary framing model in the study of the biopsychosocial framework of the family in this century.



*Make the most of the opportunity and take the step to get up to date on the latest developments in Psychological Evaluation of Stress in the Family Environment"*







## Specific learning objectives of each module:

- ♦ Develop an intervention according to the mental logic of the different age groups.
- ♦ Describe the emotional schemas of the family members.
- ♦ Master how to create a relationship to become a reference for the whole family without entering into competition with adults.
- ♦ Manage and stabilize the emotional and affective deficiencies of the patient within the intervention.
- ♦ Master the management of differential characteristics with which family psychological pathologies can present themselves.
- ♦ Identify and master the clinical management and prognosis of different childhood and adolescence disorders.
- ♦ Use intervention to determine in which moment it is necessary for other professionals to join the analysis process.
- ♦ Develop and understand mutations and new ways of presenting an illness.
- ♦ Develop the knowledge to identify an important problem of natural evolution within the process of a family home.
- ♦ Master knowledge of current systemic psychopathology.
- ♦ Develop monitoring models that express the changes in stress pathologies.



03

# Course Management

This program includes highly regarded health professionals in the field of psychology in its teaching staff, who bring the experience of their work to this training.

In addition, renowned specialists, members of prestigious national and international scientific communities, are involved in designing and preparing the program.





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*Learn the latest advances in Psychological Evaluation of Stress in the Family Environment from leading professionals"*

## International Guest Director

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

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

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

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





## Dr. Rosmarin, David H.

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

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

## Management



### Aguado Romo, Roberto

- Develop an intervention according to the mental logic of the different age groups.
- Describe the emotional schemas of the family members.
- Master how to create a relationship to become a reference for the whole family without entering into competition with adults.
- Manage and stabilize the emotional and affective deficiencies of the patient within the intervention.
- Master the management of differential characteristics with which family psychological pathologies can present themselves.
- Identify and master the clinical management and prognosis of different childhood and adolescence disorders.
- Use intervention to determine in which moment it is necessary for other professionals to join the analysis process.
- Develop and understand mutations and new ways of presenting an illness.
- Develop the knowledge to identify an important problem of natural evolution within the process of a family home.
- Master knowledge of current systemic psychopathology.
- Develop monitoring models that express the changes in stress pathologies.

## Professors

### Dr. De Dios González, Antonio

- ♦ Director of Avatar Psychologists.
- ♦ Head of Psychology Department in Quirón Hospital in Marbella.
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.
- ♦ Transpersonal Therapist of the Spanish School of Transpersonal Development.
- ♦ Specialist in E.F.T. by the World Center for EFT.
- ♦ Master's Degree in Neuro-Linguistic Programming (N.L.P.) from Richard Bandler's Society of Neuro-Linguistic Programming.
- ♦ Specialist in Clinical Hypnosis and Relaxation.

### Dr. Furelos, Maribel

- ♦ Psychologist specializing in Clinical Psychology.
- ♦ Sexologist in Osakidetza at the Santurce outpatient clinic.
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology.

### Dr. Gandarias, Gorka.

- ♦ Health Psychologist }
- ♦ European specialist psychologist in Psychotherapy from the EFPA in Vitoria, Spain.
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology.
- ♦ Expert in intervention in bizarre behavior and drug addiction.

### González, Mónica

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology of the Quirón Hospital and Avatar Psychologists in Marbella.
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.

### Dr. Casado, Maria

- ♦ Health Psychologist
- ♦ Specialist in Family and Couple Intervention in the Spanish Police Confederation in Madrid.
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology.

### Dr. Martínez-Lorca, Manuela

- ♦ Doctorate in Psychology from the University of Castilla-La Mancha.
- ♦ Health Psychologist.
- ♦ Lecturer in the Department of Psychology at the UCLM. Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.
- ♦ Specialist in Clinical Hypnosis and Relaxation.

### Roldán, Lucía

- ♦ Health Psychologist
- ♦ Cognitive-behavioral intervention specialist.
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology.
- ♦ Expert in energy therapy intervention.

### Dr. Soria, Carmen

- ♦ European specialist psychologist in Psychotherapy at the Spanish Police Confederation Health Center, Madrid.
- ♦ Head of Psychosocial Unit.
- ♦ Health Psychologist
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology.
- ♦ Specialist in chronic patients.
- ♦ Specialist in Clinical Hypnosis and Relaxation.



04

# Structure and Content

The structure of the contents has been designed by a team of professionals who know about the implications of specialization in daily psychological practice and who are aware of the current relevance of training to be able to act correctly in cases of patients with mental pathologies and psychological needs and who are committed to quality teaching through new educational technologies.



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*This Postgraduate Diploma in Psychological Evaluation of Stress in the Family Environment contains the most complete and up-to-date scientific program on the market”*



## Module 1. Psychodiagnosis and Assessment of the Family System

- 1.1. Anthropological, Historical, Sociological and Psychological Perspective of the Family
- 1.2. The Diagnosis as a Catalyst for the Therapeutic Bond
- 1.3. Assessor Skills
  - 1.3.1. Be Useful in the Process
  - 1.3.2. Understand What is Happening
  - 1.3.3. Be Open and Understanding
  - 1.3.4. Become a Figure of Authority
- 1.4. Psychodiagnosis and Assessment of the Family System
  - 1.4.1. Language
  - 1.4.2. Pathological and Healthy Bonds
  - 1.4.3. Use of Others
  - 1.4.4. Rejection and Abandonment
  - 1.4.5. Stress, Distress and Eustress
  - 1.4.6. Conflicts and Tensions
  - 1.4.7. Family Psychopathology
- 1.5. Place in the Fraternity and Social Desirability
  - 1.5.1. Family Composition
  - 1.5.2. The Right to Have Siblings
  - 1.5.3. Twins
  - 1.5.4. The Sick Sibling
  - 1.5.5. Grandparents, Uncles and Aunties
  - 1.5.6. Other Components
- 1.6. Psychodiagnostics Objectives
  - 1.6.1. Evaluator and Evaluatee Link
  - 1.6.2. Discover What Truly Exists
  - 1.6.3. Clarify the Facts
  - 1.6.4. Explain the Scientific Facts of the State of the Subject
  - 1.6.5. Understand the Relationship Between the Individual in the Study and the Situation They Have Experienced





- 1.7. Millon Multiaxial Clinical Millon Inventory (MCMII-III).
  - 1.7.1. Modifying Scales: Desirability and Alteration Index
  - 1.7.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive.
  - 1.7.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid
  - 1.7.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, P-Traum Stress D.
  - 1.7.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 1.8. CATELL's 16 PF-5
  - 1.8.1. Agreeableness, Reasonableness, Stability, Dominance, Encouragement, Attention to Standards, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to Change, Self-sufficiency, Perfectionism and Tension Incorporate a "Social Desirability" (SI), an "Infrequency" (IN) and an "Acquiescence" (AQ) Scale to Control Response Bias.
- 1.9. Child and Adolescent Assessment System BASC.
  - 1.9.1. Internalized Problems: depression, anxiety, social anxiety, somatic complaints, obsession-compulsion and post-traumatic symptomatology
  - 1.9.2. Externalized Problems: hyperactivity and impulsivity, attention problems, aggressiveness, defiant behavior, anger control problems, antisocial behavior
  - 1.9.3. Specific Problems: Developmental Delay, Eating Behavior Problems, Learning Disabilities, Schizotypy, Substance Abuse, etc....
- 1.10. Questionnaire for the evaluation of adopters, caregivers, guardians and CUIDA mediators
- 1.11. Personality Assessment Inventory PAI
  - 1.11.1. 4 Scales of Assessment (Inconsistency, Infrequency, Negative Impression and Positive Impression).
  - 1.11.2. 11 Clinical Scales (Somatic Complaints, Anxiety, Anxiety-Related Disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline Traits, Antisocial Traits, Alcohol Problems, Drug Problems).
  - 1.11.3. 5 Scales of Consideration for Treatment (Aggression, Suicidal Thoughts, Stress, Lack of Social Support, and Refusal of Treatment).
  - 1.11.4. Two Scales of Interpersonal Relationships (Dominance and Agreeableness).
  - 1.11.5. 30 Subscales with Provide More Detailed Information

- 1.12. Study of the Story's Credibility.
  - 1.12.1. CBCA System (Criteria-Based Content Analysis).
  - 1.12.2. The Statement Validity Assessment (SVA) Udo Undeutsch.
  - 1.12.3. SVA = Interview + CBCA + Validity Checklist

## Module 2. Family Stress

- 2.1. New Ways to Define Stress
- 2.2. Common Stressors in the Family
  - 2.2.1. Relationship
  - 2.2.2. Living Conditions / Environment
  - 2.2.3. Economy
  - 2.2.4. Emotional
  - 2.2.5. Pathologies of Family Members
  - 2.2.6. Abuse and Violence
  - 2.2.7. Separation and/ or Abandonment
- 2.3. Interpersonal Stress
- 2.4. Toxicity and Family
  - 2.4.1. With Substances
  - 2.4.2. Without Substances
  - 2.4.3. Dependency
- 2.5. The Information Retrieval Process: The Transfer of Learning
- 2.6. Occupational Stress
- 2.7. Learning and Family Events
- 2.8. Family Crises

### Module 3. Modes of Intervention in Family Therapy

- 3.1. Notion of Conflict
  - 3.1.1. Change of Attitude Towards Team Cooperation
  - 3.1.2. Attitude Improvement
  - 3.1.3. Emphasize Performance
- 3.2. Types of Conflicts
  - 3.2.1. Attraction-Attraction
  - 3.2.2. Evasión-Evasion
  - 3.2.3. Attraction-Evasion
- 3.3. Family Mediation
  - 3.3.1. Mediator Is Present Does Not Influence
  - 3.3.2. Arbitration Makes Decisions by Listening to the Parties
  - 3.3.3. Neutral Evaluation Draw Consequences from the Data Obtained
- 3.4. Family Coaching
  - 3.4.1. Equalities
  - 3.4.2. Differences
  - 3.4.3. Contradictions
  - 3.4.4. Intrusiveness
- 3.5. Learning in Coaching
  - 3.5.1. Breakage Declaration
  - 3.5.2. Take off the Masks
  - 3.5.3. Re-Engineering Ourselves
  - 3.5.4. Concentrate on the Exercise
- 3.6. Habits to Improve in Coaching
- 3.7. Focused on the Activity
  - 3.7.1. Focussing Activities
  - 3.7.2. Thought Control Techniques







- 3.8. Clear Goals
  - 3.8.1. Definition of Where We Are
  - 3.8.2. Definition of Where We Want to Go
- 3.9. Taking the Reins in Your Life Proactively.
- 3.10. Positive Psychology
- 3.11. Conflict Management with the Conscious Emotional Bonding (CEB) Model.
  - 3.11.1. Identify Emotions
  - 3.11.2. Identify the Right Emotions
  - 3.11.3. Change Some Emotions for Others
- 3.12. Training to Deal with Conflicts in the Family

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*A unique, key, and decisive training experience to boost your professional development”*



05

# Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used 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.



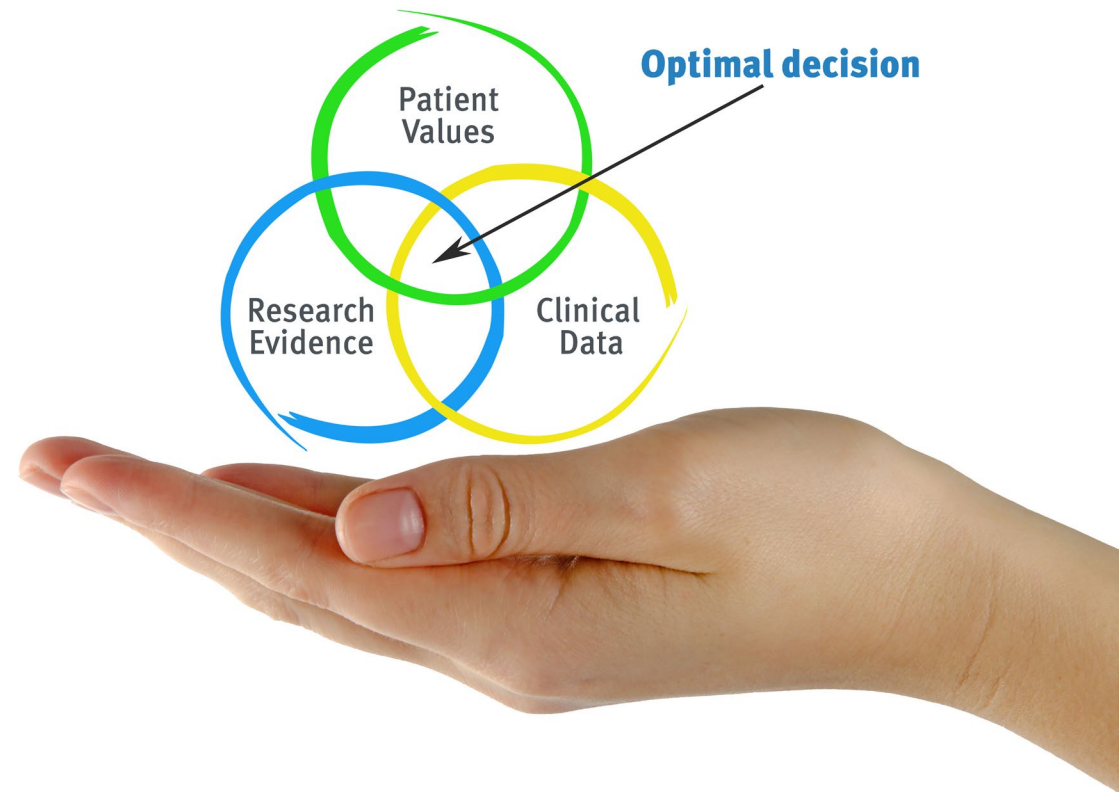
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*Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

In a given clinical situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method. Psychologists learn better, faster, and more sustainably over time.

*With TECH, psychologists can experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the 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 grasp concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. The learning is solidly focused on practical skills that allow the psychologist to better integrate the 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.



## Re-Learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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 represent a real revolution with respect to simply studying and analyzing 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 150,000 psychologists with unprecedented success, in all clinical specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Re-learning 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 to success.*

In our program, learning is not a linear process, but rather a spiral (we 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.



In this program you will have access to the best educational material, prepared with you 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 really specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Latest Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and to the forefront of psychology. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents, international guides. in our virtual library you will have access to everything you need to complete your training.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Re-Testing**

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your 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 our future difficult decisions.



**Quick Action Guides**

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.





06

# Certificate

The Postgraduate Diploma in Psychological Evaluation of Stress in the Family Environment guarantees, in addition to the most rigorous and updated training, access to a Postgraduate Diploma issued by **TECH Global University**.





The image features two graduation caps against a blue sky with light clouds. One cap is black with a gold tassel, and the other is maroon with a black tassel. The background is split into a white diagonal section and a magenta section.

“

*Successfully complete this Postgraduate Diploma and receive your university title without the hassle of travel or paperwork”*

This private qualification will allow you to obtain a **Postgraduate Diploma in Psychological Evaluation of Stress in the Family Environment** 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.

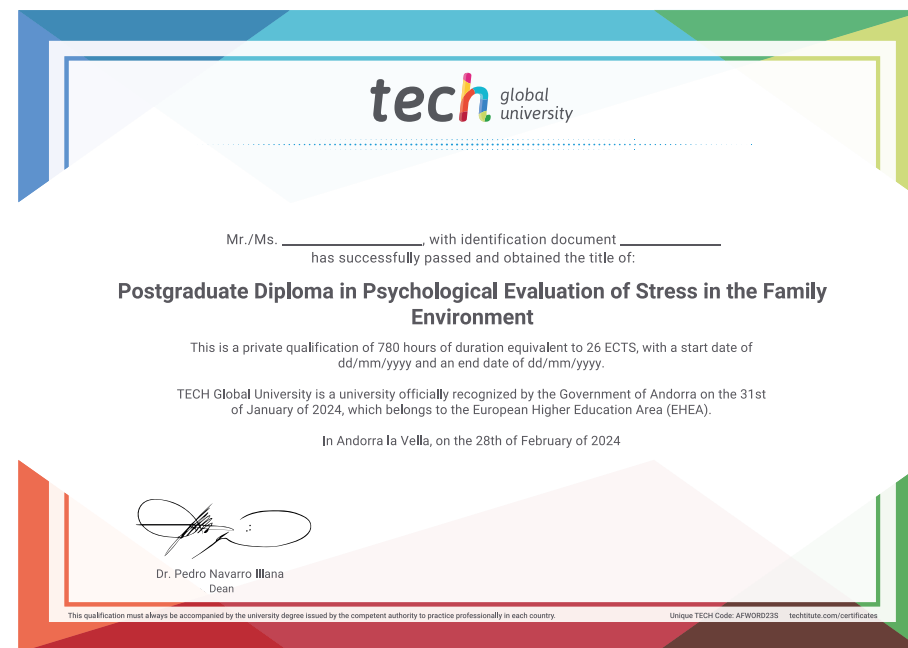
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Psychological Evaluation of Stress in the Family Environment**

Modality: **online**

Duration: **6 months**

Accreditation: **26 ECTS**



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



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