

Postgraduate Diploma  
Psychological Research

BIPOLAR

DEPRESSION

ANXIETY



## Postgraduate Diploma Psychological Research

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychological-research](http://www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychological-research)

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# 01

# Introduction

Designing psychological research, conducting it, interpreting it and publishing it are skills that only the most qualified professionals possess and that make the difference between the best in the industry. This course has been created to offer you the possibility of acquiring the knowledge you need to be one of them, developing complete investigations and turning them into highly useful instruments in the different sectors in which they are used.





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*The keys and developments of research in psychology, in a high quality course created to train the most competitive professionals in the sector”*

This Postgraduate Diploma provides extensive knowledge in advanced models and techniques in Psychological Research. 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 work in all the work areas involved. Thus, at the end of this training, you will be able to develop psychological research projects controlling their processes from the beginning to the end. A compendium of knowledge that will place you in a very competitive and useful professional position.

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 xxxx xxxx in xxx xxxxx 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
- ◆ 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 for excellence, and that will enable you to acquire new skills and strategies easily and effectively”*



*An approach totally focused on training effectiveness, which will allow you to learn in a real, constant and efficient way”*

*Forget the obsolete ways of studying the traditional way and make your learning easier and more motivating.*

*This Postgraduate Diploma makes a difference in the labor market by placing you among the most qualified professionals.*

It includes a very broad teaching staff made up of experts in psychology, who share their work experience in this program, as well as recognized specialists from leading communities 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 professionals will be assisted by an innovative interactive video system developed by recognized experts in the field of psychology.





# 02

# Objectives

The objectives of this program have been established as a guide for the development of the entire course, with the specific mission of offering students very intensive training that will really boost 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 program will give your career the boost it needs”*



### General Objective

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- ◆ Train professionals qualified for Psychological Research, who can intervene with real working capacity and with optimal results, supported by the most updated and useful theoretical and practical knowledge for their profession



*This Postgraduate Diploma is aimed at all psychologists who want to achieve a high degree of specialization in Psychological Research”*





## Specific Objectives

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- ◆ Know how to select instruments, products and services and be able to identify the people and groups concerned
- ◆ Know how to design and adapt tools, products and services according to requirements and constraints
- ◆ Contrasting and validating instruments, products and services (prototypes or pilot tests). Selecting and constructing indicators and measurement techniques to evaluate programs and interventions
- ◆ Measuring and obtaining relevant data for the evaluation of interventions for subsequent analysis
- ◆ Identifying research needs and demands that best fit different contexts
- ◆ Manage the different modalities of measurement of psychological variables and processes
- ◆ Select appropriate instruments and samples for a research, designing and adapting them
- ◆ Measure and collect objective data for the evaluation of interventions
- ◆ Analyze the results of an intervention and interpret them
- ◆ Interpret the deontological obligations of psychology and manage their application in the field of research
- ◆ Be able to describe and measure variables
- ◆ Be able to identify differences, problems and needs
- ◆ Learn how to design and adapt evaluation instruments
- ◆ Learn how to validate and contrast evaluation instruments
- ◆ Understand how to analyze and interpret the results of the evaluation
- ◆ Design, adapt, validate and contrast evaluation instruments
- ◆ Analyze evaluation results and interpret evaluation results
- ◆ Know the different techniques of data analysis in applied psychology research: univariate and multivariate analysis and the fundamentals of structural equation models
- ◆ Learn about the most relevant advances in the field of test design and analysis in Psychology
- ◆ Know the most relevant methodological advances for the analysis of significant change in studies on social, clinical or educational intervention programs
- ◆ Adequately analyze and interpret data from different research questions, with the help of specialized software
- ◆ Analyze and interpret data from both qualitative and quantitative studies with the help of specialized software
- ◆ Learn about the field of ethics within psychology
- ◆ Reflect on and obtain a critical view of the values and ethical principles as well as of the profession itself
- ◆ Discuss decision-making in the field of psychology, with its ethical implications
- ◆ Possess an extensive theoretical knowledge of professional deontology and the tools for analysis and critical reflection in order to be able to correctly develop your profession



03

# Structure and Content

The structure of the contents has been designed by a team of professionals in Psychological Research, who are conscious of the importance of up-to-date education in order to delve deeper into the field of knowledge and produce publications of academic quality.



“

*This Postgraduate Diploma in Psychological Research contains the most complete and up-to-date scientific program on the market”*

## Module 1. Designs of Psychological Research

- 1.1. Research
  - 1.1.1. Introduction
  - 1.1.2. Research Characteristics
  - 1.1.3. Research in the Classroom
  - 1.1.4. Keys Needed for Research
  - 1.1.5. Examples:
  - 1.1.6. Summary
  - 1.1.7. Bibliographic References
- 1.2. Neuropsychological Research
  - 1.2.1. Introduction
  - 1.2.2. Educational Neuropsychological Research
  - 1.2.3. Knowledge and the Scientific Method
  - 1.2.4. Types of Approaches
  - 1.2.5. Research Stages
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- 1.3. Ethics of Research
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  - 1.3.5. Bibliographic References
- 1.4. Reliability and Validity
  - 1.4.1. Introduction
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  - 1.4.5. Bibliographic References
- 1.5. Controlling Variables in Research
  - 1.5.1. Introduction
  - 1.5.2. Choosing Variables
  - 1.5.3. Controlling Variables
  - 1.5.4. Sample Selection
  - 1.5.5. Summary
  - 1.5.6. Bibliographic References
- 1.6. The Quantitative Research Approach
  - 1.6.1. Introduction
  - 1.6.2. Features
  - 1.6.3. Stages
  - 1.6.4. Assessment Tools
  - 1.6.5. Summary
  - 1.6.6. Bibliographic References
- 1.7. Qualitative Research Approach I
  - 1.7.1. Introduction
  - 1.7.2. Systematic Observation
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  - 1.7.4. Sampling Techniques
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  - 1.7.8. Bibliographic References
- 1.8. Qualitative Research Approach II
  - 1.8.1. Introduction
  - 1.8.2. The Survey
  - 1.8.3. Sampling Techniques
  - 1.8.4. Survey Stages
  - 1.8.5. Research Designs
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  - 1.8.8. Bibliographic References
- 1.9. Qualitative Research Approach III
  - 1.9.1. Introduction
  - 1.9.2. Types of Interviews and Characteristics
  - 1.9.3. Preparing the Interview
  - 1.9.4. Group Interviews
  - 1.9.5. Statistical Techniques
  - 1.9.6. Summary
  - 1.9.7. Bibliographic References




- 1.10. Single Case Designs
  - 1.10.1. Introduction
  - 1.10.2. Features
  - 1.10.3. Types
  - 1.10.4. Statistical Techniques
  - 1.10.5. Summary
  - 1.10.6. Bibliographic References
- 1.11. Research-Action
  - 1.11.1. Introduction
  - 1.11.2. Objectives of Research-Action
  - 1.11.3. Features
  - 1.11.4. Phases
  - 1.11.5. Myths
  - 1.11.6. Examples:
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  - 1.11.8. Bibliographic References
- 1.12. Gathering Information for Research
  - 1.12.1. Introduction
  - 1.12.2. Techniques for Gathering Information
  - 1.12.3. Assessing Research
  - 1.12.4. Evaluation
  - 1.12.5. Interpreting Results
  - 1.12.6. Summary
  - 1.12.7. Bibliographic References
- 1.13. Data Management in Research
  - 1.13.1. Introduction
  - 1.13.2. Databases
  - 1.13.3. Data in Excel
  - 1.13.4. Data in SPSS
  - 1.13.5. Summary
  - 1.13.6. Bibliographic References
- 1.14. Spreading Results in Neuropsychology
  - 1.14.1. Introduction
  - 1.14.2. Publications
  - 1.14.3. Specialized Journals
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- 1.15. Scientific Journals
  - 1.15.1. Introduction
  - 1.15.2. Features
  - 1.15.3. Types of Journals
  - 1.15.4. Quality Indicators
  - 1.15.5. Submitting Articles
  - 1.15.6. Summary
  - 1.15.7. Bibliographic References
- 1.16. The Scientific Article
  - 1.16.1. Introduction
  - 1.16.2. Types and Characteristics
  - 1.16.3. Structure
  - 1.16.4. Quality Indicator
  - 1.16.5. Summary
  - 1.16.6. Bibliographic References
- 1.17. Scientific Conferences
  - 1.17.1. Introduction
  - 1.17.2. The Importance of Conferences
  - 1.17.3. Scientific Committees
  - 1.17.4. Oral Communications
  - 1.17.5. The Scientific Poster
  - 1.17.6. Summary
  - 1.17.7. Bibliographical References

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- 2.1. General Introduction to Psychometry
  - 2.1.1. Theory of measurement
  - 2.1.2. Theory of measurement scales
  - 2.1.3. Axiomatic approach
  - 2.1.4. Psychophysical scaling
  - 2.1.5. Psychological scaling
  - 2.1.6. Test theory
  - 2.1.7. Classical Test Theory
  - 2.1.8. Item response theory
  - 2.1.9. Multivariate techniques
- 2.2. Test construction
  - 2.2.1. Psychometric schools
  - 2.2.2. Functionalist approach
  - 2.2.3. Trait approach
  - 2.2.4. Identification of the purpose of the test
- 2.3. Test planning
  - 2.3.1. External contextual factors
  - 2.3.2. Internal test attributes
  - 2.3.3. Domain definition
  - 2.3.4. Type of support
  - 2.3.5. Item construction
  - 2.3.6. Response format
  - 2.3.7. Rules for item wording
  - 2.3.8. Quantification of responses
- 2.4. Analysis of test items
  - 2.4.1. Difficulty index
  - 2.4.2. Homogeneity index
  - 2.4.3. Validity index
  - 2.4.4. Analysis of incorrect alternatives
  - 2.4.5. Correction of chance effects
- 2.5. Classical linear model
  - 2.5.1. Fundamental Assumptions of IRT
  - 2.5.2. Concept of parallel forms
  - 2.5.3. Reliability coefficient
  - 2.5.4. Reliability of a test made up of n parallel forms

- 2.6. Credibility
  - 2.6.1. Reliability as correlation between parallel forms
  - 2.6.2. Temporal stability
  - 2.6.3. Internal Consistency
  - 2.6.4. Measurement Errors
  - 2.6.5. Reliability coefficient of the differences
  - 2.6.6. Estimation of true scores
  - 2.6.7. Contrast on true scores
  - 2.6.8. Factors affecting test reliability
  - 2.6.9. Generalizability theory
- 2.7. Validity
  - 2.7.1. Content Validity
  - 2.7.2. Predictive validity
  - 2.7.3. Construct Validity
  - 2.7.4. Factorial construct validity
  - 2.7.5. The factorial model with one factor
  - 2.7.6. The factorial model with two factors
  - 2.7.7. Convergent-discriminant validity
- 2.8. Test scoring
  - 2.8.1. Centiles or percentiles
  - 2.8.2. Standardized typical scores
  - 2.8.3. Derived typical scores
  - 2.8.4. Chronological scales
- 2.9. Item response theory
  - 2.9.1. IRT Assumptions
  - 2.9.2. Item characteristic curve
  - 2.9.3. Unidimensionality
  - 2.9.4. Local independence
  - 2.9.5. Logistic models: one, two and three parameters
  - 2.9.6. Model testing
  - 2.9.7. Information function
  - 2.9.8. Applications

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- 2.10. Ethical and deontology aspects
    - 2.10.1. General Rules
    - 2.10.2. Ethical and deontological principles of psychological assessment
    - 2.10.3. Use of tests
    - 2.10.4. Training of users
    - 2.10.5. Computerized tests
    - 2.10.6. Translation-adaptation of tests
    - 2.10.7. Criterion-referenced tests
    - 2.10.8. Test preparation
    - 2.10.9. Use of the data

### Module 3. Descriptive and Inferential Statistics

- 3.1. Research Methodology
  - 3.1.1. Introduction
  - 3.1.2. Importance of Research Methodology
  - 3.1.3. Scientific Knowledge
  - 3.1.4. Research Approaches
  - 3.1.5. Summary
  - 3.1.6. Bibliographic References
- 3.2. Choice of the Research Topic
  - 3.2.1. Introduction
  - 3.2.2. Research Problem
  - 3.2.3. Problem Definition
  - 3.2.4. Choice of the Research Question
  - 3.2.5. Research Objectives
  - 3.2.6. Variables: Types
  - 3.2.7. Summary
  - 3.2.8. Bibliographic References
- 3.3. Research Proposal
  - 3.3.1. Introduction
  - 3.3.2. Research Hypotheses
  - 3.3.3. Research Project Feasibility
  - 3.3.4. Introduction and Justification of the Research
  - 3.3.5. Summary
  - 3.3.6. Bibliographic References



- 3.4. Theoretical Framework
  - 3.4.1. Introduction
  - 3.4.2. Theoretical Framework Elaboration
  - 3.4.3. Resources Employed
  - 3.4.4. APA Standards
  - 3.4.5. Summary
  - 3.4.6. Bibliographic References
- 3.5. Bibliography
  - 3.5.1. Introduction
  - 3.5.2. Importance of Bibliographic References
  - 3.5.3. How to Reference according to APA Standards
  - 3.5.4. Format of Annexes: Tables and Figures
  - 3.5.5. Bibliography Managers: What They Are and How to Use Them
  - 3.5.6. Summary
  - 3.5.7. Bibliographic References
- 3.6. Methodological Framework
  - 3.6.1. Introduction
  - 3.6.2. Roadmap
  - 3.6.3. Sections to be Included in the Methodological Framework
  - 3.6.4. Population
  - 3.6.5. Samples
  - 3.6.6. Variables
  - 3.6.7. Instruments
  - 3.6.8. Procedure
  - 3.6.9. Summary
  - 3.6.10. Bibliographic References
- 3.7. Research Designs
  - 3.7.1. Introduction
  - 3.7.2. Design Types
  - 3.7.3. Characteristics of the Designs used in Psychology
  - 3.7.4. Research Designs used in Education
  - 3.7.5. Research Designs used in Neuropsychology of Education
  - 3.7.6. Summary
  - 3.7.7. Bibliographic References
- 3.8. Quantitative Research
  - 3.8.1. Introduction
  - 3.8.2. Randomized Group Designs
  - 3.8.3. Randomized Group Designs with Blocks
  - 3.8.4. Other Designs used in Psychology
  - 3.8.5. Statistical Techniques in Quantitative Research
  - 3.8.6. Summary
  - 3.8.7. Bibliographic References
- 3.9. Quantitative Research II
  - 3.9.1. Introduction
  - 3.9.2. Intrasubject Experimental Designs
  - 3.9.3. Techniques for Controlling the Effects of Intrasubject Designs
  - 3.9.4. Statistical Techniques
  - 3.9.5. Summary
  - 3.9.6. Bibliographic References
- 3.10. Results
  - 3.10.1. Introduction
  - 3.10.2. How to Collect Data
  - 3.10.3. How to Analyze Data
  - 3.10.4. Statistical Programs
  - 3.10.5. Summary
  - 3.10.6. Bibliographic References
- 3.11. Descriptive Statistics
  - 3.11.1. Introduction
  - 3.11.2. Variables in Research
  - 3.11.3. Quantitative Analysis
  - 3.11.4. Qualitative Analysis
  - 3.11.5. Resources that Can be Employed
  - 3.11.6. Summary
  - 3.11.7. Bibliographic References
- 3.12. Hypothesis Contrasting
  - 3.12.1. Introduction
  - 3.12.2. Statistical Hypotheses
  - 3.12.3. How to Interpret Significance (p-value)
  - 3.12.4. Criteria for the Analysis of Parametric and Nonparametric Tests
  - 3.12.5. Summary
  - 3.12.6. Bibliographic References

- 3.13. Correlational Statistics and Analysis of Independence
  - 3.13.1. Introduction
  - 3.13.2. Pearson Correlation
  - 3.13.3. Spearman's Correlation and Chi-Square
  - 3.13.4. Results
  - 3.13.5. Summary
  - 3.13.6. Bibliographic References
- 3.14. Group Comparison Statistics
  - 3.14.1. Introduction
  - 3.14.2. Mann-Whitney T-test and U-test
  - 3.14.3. T-test and Wilcoxon Signed Ranges
  - 3.14.4. Results
  - 3.14.5. Summary
  - 3.14.6. Bibliographic References
- 3.15. Discussion and Conclusions
  - 3.15.1. Introduction
  - 3.15.2. What is the Discussion
  - 3.15.3. Discussion Organization
  - 3.15.4. Conclusions
  - 3.15.5. Limitations and Prospective
  - 3.15.6. Summary
  - 3.15.7. Bibliographical References

## Module 4. Ethics and Deontology

- 4.1. The Importance of Ethics and Professional Deontology
  - 4.1.1. The Need to Study the Ethical and Bioethical Principles of Psychology
  - 4.1.2. Professional Ethics in Psychology, the Great Absentee
  - 4.1.3. Ethics and Deontology in Different Areas
- 4.2. A Journey Through History: from Philosophy to Professional Deontology
  - 4.2.1. The Philosophical Principles of Ethics. Ethics and morals
  - 4.2.2. Ethics, Bioethics and Psychoethics
  - 4.2.3. The Emergence of Professional Ethics
- 4.3. Developing Ethical Codes
  - 4.3.1. Towards European Integration: Ethics of the European Federation of Psychologists Association (EFPA). The Meta-code of Ethics
- 4.4. Professional Ethics in the Different Areas of Psychology
  - 4.4.1. Ethical Aspects of Clinical Psychology
  - 4.4.2. Ethical Aspects of Forensic Psychology
  - 4.4.3. Ethical Aspects of Educational Psychology
  - 4.4.4. Ethical Aspects of Work Psychology
- 4.5. Professional Ethics in Scientific Research in Clinical Psychology
  - 4.5.1. Introduction
  - 4.5.2. Ethical Aspects of Clinical Research in Psychology: Skills
  - 4.5.3. Research Ethics Committees
  - 4.5.4. Conclusions
- 4.6. Risk-Benefit Balance
  - 4.6.1. Informed Consent
  - 4.6.2. Confidentiality
  - 4.6.3. Ethical Aspects of Research in Psychology Publication
- 4.7. Professional Secrecy and Informed Consent
  - 4.7.1. Introduction
  - 4.7.2. Professional Secrecy and Informed Consent
  - 4.7.3. Conclusions
- 4.8. Malpractice Liability
  - 4.8.1. The Functions of Ethics Committees and Disciplinary Regimes
  - 4.8.2. Types of Offence and Penalties
  - 4.8.3. Conclusions
- 4.9. Advances in Psychology and Technology. Ethical Considerations
  - 4.9.1. Advances in Psychology and Technology
  - 4.9.2. Ethical Considerations
  - 4.9.3. Conclusions
- 4.10. Training, Critical Reflection and Supervision for the Improvement of Psychological Practice
  - 4.10.1. Introduction
  - 4.10.2. Ethics Training Programs
  - 4.10.3. Conclusions

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.





“

*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 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 Psychological Research guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



The image features two black graduation caps (mortarboards) against a bright blue sky with light, wispy clouds. The caps are positioned diagonally, with one in the foreground on the left and another slightly behind it to the right. The background is split into two main color sections: a blue sky on the left and a magenta/pink gradient on the right. The bottom right corner of the page is white, containing a quote.

“

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