

# Professional Master's Degree

## Educational and Health Psychology





## Professional Master's Degree Educational and Health Psychology

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

Website: [www.techtitute.com/us/psychology/professional-master-degree/master-educational-health-psychology](http://www.techtitute.com/us/psychology/professional-master-degree/master-educational-health-psychology)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Skills

---

*p. 14*

04

Structure and Content

---

*p. 18*

05

Methodology

---

*p. 30*

06

Certificate

---

*p. 38*

# 01

# Introduction

The importance of the role of psychology in caring for the population's mental and emotional health has made specialization in this field increasingly necessary. This program that we offer you, allows psychologists to acquire up-to-date knowledge of techniques used in the field of Educational and Health Psychology through an intensive program. Upon completing this program, you will be prepared to plan and carry out psychoeducational tasks, with a high degree of specialization, in individual and group situations, and perform psychological interventions in a range of situations and contexts.

A unique opportunity to specialize in a highly-sought-after area for professionals.





“

*The strategies and approaches of Educational and Health Psychology compiled in a high quality Professional Master's Degree, with the incomparable quality of the best online education on the market”*

Educational Psychology is the discipline that deals with teaching and learning processes; it applies the methods and theories of psychology and also has its own methods. Its main objective is the understanding and improvement of education.

This Professional Master's Degree provides extensive knowledge in advanced models and techniques in Educational and Health Psychology. For this, you will have a teaching team that stands out for its extensive professional experience in the different areas in which psychology is utilized and in different population demographics.

Throughout this program, you will cover all the current approaches in Educational and Health Psychology. You will delve into developmental language disorders, family counseling and intervention, as well as new developments in psychopharmacology, among many other topics that will be taught during 12 months of intensive learning.

We will not only take you through the theoretical knowledge we offer, but we will show you another way to study and learn, which is more organic, simple and efficient. We will work to keep you motivated and to develop your passion for learning, helping you to analyze information and to develop critical thinking skills.

A first-class program that will help you to improve, not only on a professional level, but also on a personal level.

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

- ♦ Hundreds of case studies presented by experts in Educational and Health Psychology
- ♦ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for psychologists
- ♦ New developments and innovations in the different areas of psychology
- ♦ Practical exercises where self assessment can be used 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



*A program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively”*

“

*Access to thorough knowledge of Educational and Health Psychology and its multiple implications, in a complete Professional Master's Degree created to propel you to another professional level”*

It includes a very extensive 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 professional will be assisted by an innovative interactive video system created by renowned and experienced psychology experts.

*Increase your confidence as a psychologist, updating your knowledge through this Professional Master's Degree.*

*This Professional Master's Degree makes the difference between a professional with a lot of knowledge and a professional who knows how to apply it in the daily practice of their profession*



# 02

# Objectives

The objectives of this program have been established with the specific mission of offering students a very intensive program 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.







“

*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

---

- Train professionals who are qualified for the practice of Educational and Health Psychology

“

*Make the most of the opportunity and take the step to get up to date on the latest developments in Educational and Health Psychology”*





## Specific objectives

---

### Module 1. Educational Psychology

- ♦ Identify the characteristics of the theoretical models of Educational Psychology
- ♦ Recognize the functions and limitations of the theoretical models of Educational Psychology
- ♦ Discriminate evaluation methods for each of the variables involved in the teaching and learning process
- ♦ Identify specific treatments for each of the variables involved in the teaching and learning process
- ♦ Identify the different fields of application of Educational Psychology and describe the mechanisms to influence the quality of life of individuals
- ♦ Identify the biological principles of psychological functions related to the development of the individual throughout their life. Discriminate between these principles in terms of educational principles

### Module 2. Developmental Psychology

- ♦ Know the functions, characteristics and limitations of the different theoretical models of developmental psychology, applying the psychological processes applied to the evolutionary development of individuals throughout the life cycle
- ♦ Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality
- ♦ Know different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of results in the different areas of the individual's development
- ♦ Know the different fields of application of developmental psychology and have the necessary knowledge to influence and promote the quality of life of individuals in the different contexts in which they develop

- ♦ Identify the characteristics of theoretical models of Developmental Psychology and recognize the functions and limitations of theoretical models of Developmental Psychology
- ♦ Discriminate the basic principles of the different psychological processes related to the evolutionary development of individuals. Explain the functioning of the basic laws of psychology in the development of the subject throughout the life cycle
- ♦ Identify the different fields of application of Developmental Psychology

### Module 3. Neuroscience

- ♦ Describe and measure variables (personality, intelligence and other skills, etc.) and cognitive, emotional, psychobiological and behavioral processes
- ♦ Identify group and intergroup problems and needs
- ♦ Learn to provide feedback to recipients in an appropriate and accurate manner
- ♦ Explain human motivations, the biological structures that support them and the psychological mechanisms that organize them
- ♦ Explain the relationship between biological functioning and behavior
- ♦ Understand terminology from the fields of psychobiology, biology, genetics and ethology in order to acquire these language skills
- ♦ Possess critical judgment skills to evaluate processes or situations objectively
- ♦ Know and evaluate the main bibliography, both general and specific, related to a problem or object of study

#### **Module 4. Psychology of Learning**

- ♦ 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, learning of concepts, categories, and learning of skills and strategies
- ♦ Learn the three main topics of thinking, reasoning, decision making and problem solving

#### **Module 5. Psychological Evaluation**

- ♦ Plan and conduct an interview
- ♦ Use strategies and techniques to involve the target audience in the intervention
- ♦ Select and construct indicators and measurement techniques to evaluate programs and interventions
- ♦ Measure and obtain relevant data for the evaluation of interventions
- ♦ Analyze and interpret the results of the assessment
- ♦ Have a critical view of the different psychometric instruments published in order to enable a responsible use of them

#### **Module 6. Developmental Language Disorder**

- ♦ Promote an attitude of appreciation and respect towards students with specific educational support needs derived from difficulties in language development
- ♦ Detect, analyze, and intervene on possible barriers to learning
- ♦ Know the prevention, detection and evaluation of specific educational support needs derived from difficulties in language development
- ♦ Design plans and programs with families and other relevant educational agents to prevent and/or intervene in specific educational support needs derived from language development difficulties
- ♦ Identify, analyze, and evaluate the evolutionary characteristics, needs and demands, problems, and differences of the human being in the different stages of the life cycle
- ♦ Know evolutionary advice to the agents involved in the different contexts

#### **Module 7. Child and Adolescent Psychopathology and Intervention**

- ♦ Know the characteristics and fundamental aspects of child and adolescent psychopathology
- ♦ Identify the different psychopathological disorders in childhood and adolescence
- ♦ Evaluate the clinical presentation in the vital stage of childhood and adolescence
- ♦ Differentiate between child and adolescent treatment and treatment at other life stages
- ♦ Diagnose the different child and adolescent pathologies
- ♦ Treat the existing psychopathology

#### **Module 8. Early Care**

- ♦ Identify, analyze, and evaluate the evolutionary characteristics, needs, demands, problems, and differences of the human being in the different stages of the life cycle
- ♦ Know the bases and principles of developmental intervention and its preventive, optimizing, and therapeutic character
- ♦ Know how to provide developmental counseling to the agents involved in the different contexts
- ♦ Know how to elaborate oral and written reports on development in the different stages of the life cycle
- ♦ Generate a self-reflective attitude towards one's own development together with an evolutionary sensitivity towards the development of others
- ♦ Know and comply with the deontological obligations of Psychology

**Module 9. Affective and Social Development**

- ♦ Learn the affective and social development throughout the life cycle, establishing a relationship with the developmental contexts and with the other areas of psychological development of the person
- ♦ Learn about topics such as the development of attachment and its subsequent evolution throughout the life cycle, the role of the peer group and social relationships in childhood, puberty, adolescence, youth, adulthood and old age
- ♦ Understand the evolution and importance of family relationships throughout the life cycle, the role of family and school in emotional and social development
- ♦ Understand emotional development: what facilitates it, what research indicates about the capacity for emotional self-regulation (influences, consequences on academic and professional performance, etc.) and how it evolves over time

**Module 10. Behavior Modification Techniques**

- ♦ Correctly describe the goals and negotiate them appropriately with those involved in the intervention
- ♦ Measure the variables involved in cognitive-behavioral treatments
- ♦ Identify and interpret personal factors in relation to individual differences in cognitive intervention
- ♦ Conduct accurate assessments useful for cognitive-behavioral intervention
- ♦ Delineate the therapeutic goals and the intervention process
- ♦ Discriminate between cognitive intervention techniques appropriate to the case
- ♦ Identify appropriate direct intervention methods according to therapeutic purposes, as well as appropriate to clinical and socio-health contexts
- ♦ Measuring the results of cognitive-behavioral intervention

- ♦ Know the functions, characteristics and limitations of the different theoretical models of developmental psychology, applying the psychological processes applied to the evolutionary development of individuals throughout the life cycle
- ♦ Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality
- ♦ Know different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of results in the different areas of the individual's development
- ♦ Know the different fields of application of developmental psychology and have the necessary knowledge to influence and promote the quality of life of individuals in the different contexts in which they develop
- ♦ Identify the characteristics of the theoretical models of Developmental Psychology
- ♦ Recognize the functions and limitations of the theoretical models of Developmental Psychology
- ♦ Discriminate the basic principles of the different psychological processes related to the evolutionary development of individuals
- ♦ Explain the functioning of the basic laws of psychology in the development of the subject throughout their life cycle
- ♦ Identify the different fields of application of Developmental Psychology

# 03 Skills

After passing the assessments of the Professional Master's Degree in Educational and Health Psychology, the professional will have gained both superior expertise and performance in this area. A highly comprehensive approach, in a Professional Master's Degree of the highest level.



“

*Grow as a professional with a program that gives you the boost you need, with the necessary means and support and with the best learning system you could ever need”*



## Basic skills

---

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- ♦ Communicate their conclusions, knowledge and rationale to specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- ♦ Promote the quality of life of individuals, groups, communities and organizations in different contexts







### Specific skills

---

- ♦ Know how to intervene in any aspect related to Educational Psychology
- ♦ Apply the intervention skills of an expert in Developmental Psychology
- ♦ Learn about the advances in neuroscience in the field of psychology
- ♦ Apply advances in psychology to learning
- ♦ Perform a complete psychological evaluation and its interpretation
- ♦ Treat language disorders
- ♦ Carry out psychological intervention in children, adolescents and young adults
- ♦ Know how to work from an early care approach
- ♦ Plan and develop behavior modification techniques



*This Professional Master's Degree is aimed at all psychologists who want to achieve a high degree of specialization in the area of Educational and Health Psychology*

# 04

# Structure and Content

The contents of this comprehensive program have been developed by the sector's most competent professionals, with high quality criteria at every stage of the course. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting up-to-date information.



“

*This Professional Master's Degree in Educational and Health Psychology contains the most complete and up to date scientific program on the market”*

## Module 1. Educational Psychology

- 1.1. History, Concept and Current Trends in Educational Psychology
  - 1.1.1. History: Beginning, Birth and Consolidation of Educational Psychology
  - 1.1.2. Conceptual Issues and Epistemological Diversity
  - 1.1.3. Educational Research Methodology
- 1.2. Nature, Characteristics and Approaches to Learning
  - 1.2.1. Introduction
  - 1.2.2. Learning Metaphors
  - 1.2.3. Conclusions
- 1.3. Behavioral Theories and Implications for Education
  - 1.3.1. Classical Conditioning in the Educational Context
  - 1.3.2. Instrumental Conditioning in the Educational Context
  - 1.3.3. Operant Conditioning in the Educational Context
  - 1.3.4. Social Learning by Bandura
  - 1.3.5. Behavior Modification Techniques Based on Conditionings
- 1.4. Theories of Information Processing
  - 1.4.1. Beginnings, Influence Centers and Consolidation Period
  - 1.4.2. Adaptive Thought Control Theory
  - 1.4.3. Theory of Schemes
  - 1.4.4. Information Processing Theory
- 1.5. Cognitive Learning Theories
  - 1.5.1. Classic Theories
  - 1.5.2. Current Theories
  - 1.5.3. Implications in the Current Educational Context
- 1.6. Intelligence
  - 1.6.1. Conceptualization
  - 1.6.2. Psychometric Approach Theories
  - 1.6.3. Assessment Tools
  - 1.6.4. Current Cognitive Theories
  - 1.6.5. Current Theories
  - 1.6.6. Feuerstein's Model
  - 1.6.7. Sternberg Triarchic Theory
  - 1.6.8. Gardner's Theory of Multiple Intelligences
  - 1.6.9. Emotional Intelligence by Salovey, Mayer and Caruso
  - 1.6.10. Assessment Tools
  - 1.6.11. Intervention Programs
- 1.7. Learning Styles and Thinking
  - 1.7.1. Conceptualization
  - 1.7.2. Typologies, Features and Differential Criteria
  - 1.7.3. Assessment Tools
- 1.8. School Motivation and Learning
  - 1.8.1. Conceptualization and Explanatory Models of Motivation
  - 1.8.2. Types of Motivation
  - 1.8.3. Academic Goals
  - 1.8.4. Motivation for Achievement
  - 1.8.5. Assessment Tools
  - 1.8.6. Intervention Models
- 1.9. Creativity Conceptual Approach
  - 1.9.1. Classic Models
  - 1.9.2. Current Models
  - 1.9.3. Assessment Tools
  - 1.9.4. Educational Applications
- 1.10. Interpersonal Relationships and Social Skills
  - 1.10.1. Classroom Group Processes
  - 1.10.2. Classroom Dynamics
  - 1.10.3. Conclusions

**Module 2. Developmental Psychology**

- 2.1. Fundamentals and Introduction to Developmental Psychology I
  - 2.1.1. Objective
  - 2.1.2. Introduction
  - 2.1.3. Maturation, Concept and Evolutionary Importance
  - 2.1.4. Gradual Development
  - 2.1.5. Life Cycle Development
  - 2.1.6. Multidimensional Development
  - 2.1.7. A Common Development, but at a Different Pace
  - 2.1.8. Factors to Consider
  - 2.1.9. Conclusions
  - 2.1.10. Summary
  - 2.1.11. References
- 2.2. Fundamentals and Introduction to Developmental Psychology II
  - 2.2.1. Objective
  - 2.2.2. Introduction
  - 2.2.3. Developmental Origins and the Figure of the Child
  - 2.2.4. First Approaches to the Study of Development
  - 2.2.5. Early Scientific Work on Development
  - 2.2.6. Study Methodology
  - 2.2.7. Case Studies
  - 2.2.8. Some Experimental Designs
  - 2.2.9. Theories to Consider
  - 2.2.10. Conclusions
  - 2.2.11. Summary
  - 2.2.12. References
- 2.3. Prenatal Development
  - 2.3.1. Introduction
  - 2.3.2. Prenatal Development
  - 2.3.3. The Germinal Phase
  - 2.3.4. The Embryonic Stage
  - 2.3.5. The Fetal Stage
  - 2.3.6. Conclusions
  - 2.3.7. Summary
  - 2.3.8. References
- 2.4. Neuropsychological Development in Childhood
  - 2.4.1. Introduction
  - 2.4.2. Development of the Concept of Self and the Self-Concept
  - 2.4.3. Conclusions
  - 2.4.4. Summary
  - 2.4.5. Bibliography
- 2.5. Piaget's Theory of Cognitive Development
  - 2.5.1. Introduction
  - 2.5.2. Jean Piaget
  - 2.5.3. Biological Importance
  - 2.5.4. The Concept of Intelligence
  - 2.5.5. Intellectual Development in the Child according to Piaget
  - 2.5.6. Stages of Development
  - 2.5.7. Conclusions
  - 2.5.8. Summary
  - 2.5.9. Bibliography

- 2.6. Sociocultural Perspective, Information Processing Theory and Bruner's Theory
  - 2.6.1. Introduction
  - 2.6.2. Vygotsky
  - 2.6.3. Zone of Proximal Development (ZPD) and Assisted Learning
  - 2.6.4. Vygotsky's Concept of Thought
  - 2.6.5. The Development of Language for Vygotsky
  - 2.6.6. Relationship Between Thought and Language
  - 2.6.7. Jerome Bruner
  - 2.6.8. Conclusions
  - 2.6.9. Summary
  - 2.6.10. Bibliography
- 2.7. Psychomotor Development: Fine and Gross Psychomotor Development
  - 2.7.1. Introduction
  - 2.7.2. Psychomotor Development
  - 2.7.3. Psychomotricity: The Body Scheme
  - 2.7.4. Gross Psychomotricity
  - 2.7.5. Fine Psychomotor Skills
  - 2.7.6. Motor Development Over Time
  - 2.7.7. Development of Fine Motor Skills
  - 2.7.8. Conclusions
  - 2.7.9. Summary
  - 2.7.10. References
- 2.8. Introduction and Fundamental Elements of Language Development
  - 2.8.1. Introduction
  - 2.8.2. The Beginnings of Language
  - 2.8.3. First Language Steps
  - 2.8.4. The First Words
  - 2.8.5. The First Sentences
  - 2.8.6. Conclusions
  - 2.8.7. Summary
  - 2.8.8. References

- 2.9. Prelinguistic and Linguistic Stage
  - 2.9.1. Introduction
  - 2.9.2. Conclusions
  - 2.9.3. Summary
  - 2.9.4. Bibliography
- 2.10. Disorders Related to Language Development
  - 2.10.1. Introduction
  - 2.10.2. Conclusions
  - 2.10.3. Bibliography

### Module 3. Neuroscience

- 3.1. The Nervous System and Neurons
  - 3.1.1. The Formation of the Nervous System
  - 3.1.2. Types of Neurons
- 3.2. Neurobiological Basis of the Brain
  - 3.2.1. Brain Hemispheres and Lobes
  - 3.2.2. Localizationism vs. Brain Functionalism
- 3.3. Genetics and Neurodevelopment
  - 3.3.1. Undifferentiated Neurons
  - 3.3.2. Programmed Neuronal Death
- 3.4. Myelination
  - 3.4.1. Inter-Neuronal Electrical Communication
  - 3.4.2. Role of Myelin in Neurons
- 3.5. Brain Neurochemistry
  - 3.5.1. Interneuronal Chemical Communication
  - 3.5.2. Neurohormones and Their Functions
- 3.6. Plasticity and Brain Development
  - 3.6.1. Age vs. Neuronal Plasticity
  - 3.6.2. Neurodevelopment
- 3.7. Hemispheric Differences
  - 3.7.1. Right Brain
  - 3.7.2. Left Brain



- 3.8. Interhemispheric Connectivity
  - 3.8.1. White Matter
  - 3.8.2. Differences Between Genders
- 3.9. Localizationism vs. Functionalism
  - 3.9.1. Hemispheric Functions
  - 3.9.2. New Localizationism
- 3.10. Invasive vs. Non-Invasive Techniques for Studying the Brain
  - 3.10.1. Invasive Techniques
  - 3.10.2. Non-Invasive Techniques

## Module 4. Psychology of Learning

- 4.1. Learning and classical conditioning
  - 4.1.1. Introduction
  - 4.1.2. Reflex, Habituation and Sensitization
  - 4.1.3. Classical Conditioning
- 4.2. Operant Conditioning
  - 4.2.1. Basics of Operant Conditioning
  - 4.2.2. Reinforcement and Punishment Programs
  - 4.2.3. Extinction
- 4.3. Causal Learning
  - 4.3.1. Introduction
  - 4.3.2. Causal Learning Models
  - 4.3.3. Learned Helplessness
- 4.4. Spatial Learning
  - 4.4.1. Introduction
  - 4.4.2. Tolman, Pioneer of Spatial Learning
  - 4.4.3. Conclusions
- 4.5. Learning by Observation
  - 4.5.1. Introduction
  - 4.5.2. Observational Learning
  - 4.5.3. Bandura's Social Learning Theory
  - 4.5.4. Alternatives to Imitation
  - 4.5.5. Brain Substrates: Mirror Neurons

- 4.6. Learning Concepts and Categories, Skills and Strategies
  - 4.6.1. Introduction
  - 4.6.2. Learning of Abstract Relationships (Categories and Concepts)
  - 4.6.3. Learning Skills
  - 4.6.4. Learning Strategies
- 4.7. Deductive Reasoning
  - 4.7.1. Introduction
  - 4.7.2. Deductive Reasoning: Propositional
  - 4.7.3. Key Inferences
  - 4.7.4. Reasoning Theories
- 4.8. Probabilistic Reasoning
  - 4.8.1. Introduction to Inductive Reasoning: Categorical Induction
  - 4.8.2. Introduction to Probabilistic Reasoning
  - 4.8.3. Heuristics
  - 4.8.4. Mental Models Theory
- 4.9. Learning, Motivation, and Emotions
  - 4.9.1. Introduction
  - 4.9.2. Normative Decision Theory
  - 4.9.3. Decision-Making
- 4.10. Contextual Reasoning
  - 4.10.1. Daily Reasoning
  - 4.10.2. Argumentative Skills
  - 4.10.3. Creativity

## Module 5. Psychological Evaluation

- 5.1. Theoretical Foundations of Psychological Assessment
  - 5.1.1. Definition and Objectives
  - 5.1.2. Contents of the Neuropsychological Evaluation
  - 5.1.3. Conclusions
- 5.2. Anamnesis or Medical History
  - 5.2.1. Introduction and Role of the Clinical History
  - 5.2.2. Compilation of Clinical History
  - 5.2.3. History Content

- 5.3. Clinical Interview and Behavioral Observation
  - 5.3.1. Clinical Interview
  - 5.3.2. Observation of the Interviewee's Behavior
  - 5.3.3. Conclusions
- 5.4. Essential Elements of Selection, Administration and Proofreading
  - 5.4.1. Record Keeping and Note Taking
  - 5.4.2. Test Standards Procedures
  - 5.4.3. Proofreading
  - 5.4.4. Interpreting Tests
- 5.5. Special Populations in Neuropsychological Evaluation
  - 5.5.1. Application of Tests to Patients with Aphasia
  - 5.5.2. Application of Tests to Patients with Motor Impairment
  - 5.5.3. Child Neuropsychological Evaluations
  - 5.5.4. Geroneuropsychology
  - 5.5.5. Psychiatric Behaviours
  - 5.5.6. Forensics Neuropsychological Evaluations
- 5.6. Psychological Report Writing
  - 5.6.1. Introduction
  - 5.6.2. Writing a Neuropsychological Report
  - 5.6.3. Organization of a Neuropsychological Report
- 5.7. Instruments for the Assessment of Intelligence and Attention
  - 5.7.1. Wechsler Scale
  - 5.7.2. Reynolds Scales
  - 5.7.3. Kaufman Scales
  - 5.7.4. Stanford-Binet Scales
  - 5.7.5. Raven Scales
  - 5.7.6. Color Trail Test
  - 5.7.7. Trail-Making Test
  - 5.7.8. Continuous Performance Test
  - 5.7.9. Digit Spam
  - 5.7.10. Face Difference Perception Test
  - 5.7.11. Attention and Concentration Test



- 5.8. Instruments for the Assessment of Executive Functions, Learning and Memory
  - 5.8.1. Behavioral Assessment of the Dysexecutive Syndrome BADS
  - 5.8.2. Tower of Hanoi/Seville, Ring Test
  - 5.8.3. Stroop Color and Word Test
  - 5.8.4. Neuropsychological Evaluation of Executive Functions in Children
  - 5.8.5. Wisconsin Card Sorting Test
  - 5.8.6. Porteus Maze Test
  - 5.8.7. California Verbal Learning Test (CVLT)
  - 5.8.8. Wechsler Memory Scales-iv
  - 5.8.9. Spain-Complutense Verbal Learning Test TAVEC and TAVECI
  - 5.8.10. TOMAL Memory and Learning Test
- 5.9. Instruments for the Assessment of Motor, Visual, Visuospatial and Visuotactile Functions
  - 5.9.1. Clock Test
  - 5.9.2. King Osterrieth Figure Copy Test
  - 5.9.3. Bender Visuomotor Gestalt Test
  - 5.9.4. Frostig Visual Perception Development Test
  - 5.9.5. Benton Visual Retention Test BVRT
  - 5.9.6. Superimposed Figures Recognition Test
  - 5.9.7. Right-Left Recognition Test
  - 5.9.8. Design Test with Cubes and Puzzles
  - 5.9.9. Object Recognition Test and Finger Recognition Test
  - 5.9.10. Tests for Motor Skills Assessment
- 5.10. Neuropsychological Tests
  - 5.10.1. Luria-Christensen Test
  - 5.10.2. Cumanin and Cumanes Neuropsychological Maturity Questionnaire
  - 5.10.3. Mini-Mental State Examination MMSE

## Module 6. Developmental Language Disorder

- 6.1. Introduction
- 6.2. Thought and Language: Their Relationships
  - 6.2.1. Theories Explaining its Development
  - 6.2.2. Thought and Language: Interdependence
  - 6.2.3. The Place of Language in Learning
- 6.3. Relationship between Language and Learning Difficulties
  - 6.3.1. Communication, Language, Speech and Language
  - 6.3.2. Language Development: General Aspects
  - 6.3.3. Language Impairment Prevention
- 6.4. Language Developmental Delay and its Implications in Learning Difficulties
  - 6.4.1. Conceptualization of Language Development Delay and its Characterization
  - 6.4.2. Causes of Delayed Language Development
  - 6.4.3. Importance of Early Identification and Care at School
  - 6.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
- 6.5. Most Common Language Disorders in Students
  - 6.5.1. Concepts and Delimitations
  - 6.5.2. Speech Disorders. Its Features in the Following Components: Phonetic, Phonological, Morpho-Lexical, Syntactic, Semantic and Pragmatic
  - 6.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia, and Stuttering
- 6.6. Language Evaluation
  - 6.6.1. Assessment Tools
  - 6.6.2. Components to be Evaluated
  - 6.6.3. Evaluation Report
- 6.7. Attention to Language Disorders in Educational Institutions
  - 6.7.1. Language Disorders
  - 6.7.2. Speech Disorders
- 6.8. Activities for the Integration of Knowledge and its Practical Application
- 6.9. Recommending Readings
- 6.10. Bibliography

## Module 7. Child and Adolescent Psychopathology and Intervention

- 7.1. Child and Adolescent Psychopathology: Fundamental Aspects
  - 7.1.1. Comorbidity with other Disorders
  - 7.1.2. Psychopathology and Different Contexts
  - 7.1.3. Vulnerability and Associated Risk
- 7.2. Classification of Child and Adolescent Psychopathological Disorders
  - 7.2.1. Criteria of Abnormal Behavior
  - 7.2.2. Disorders and their Classification
  - 7.2.3. Properties of Child Psychopathology Classifications
- 7.3. Assessment of Disorders in Children: General Characteristics
  - 7.3.1. Diagnostic Evaluation in Childhood: Characteristics
  - 7.3.2. The Evaluation Process: Phases and Instruments
- 7.4. The Intervention in Infantile Stages: Differential Aspects
  - 7.4.1. Specific Characteristics
  - 7.4.2. The Intervention Process
  - 7.4.3. Limitations of the Intervention
- 7.5. Attention Deficit Hyperactivity Disorder
  - 7.5.1. Description, Characteristics
  - 7.5.2. Clinical Diagnosis and Assessment of the Disorder
  - 7.5.3. Treatments
- 7.6. Autism Spectrum Disorders
  - 7.6.1. Description and Characteristics
  - 7.6.2. Assessment and Therapeutic Interventions
- 7.7. Childhood and Adolescent Depression
  - 7.7.1. Features
  - 7.7.2. Assessment of the Disorder
  - 7.7.3. Treatment
- 7.8. Childhood Anxiety Disorders and Phobias
  - 7.8.1. Features
  - 7.8.2. Psychological Assessment
  - 7.8.3. Treatment

- 7.9. Disruptive Behavior Disorders
  - 7.9.1. Description and Clinical Characteristics
  - 7.9.2. Assessment of the Disorder
  - 7.9.3. Treatments
- 7.10. Different Clinical Entities of Interest in Infantile-Juvenile Stages
  - 7.10.1. Abuse and Maltreatment
  - 7.10.2. Physical Illnesses
  - 7.10.3. Chronic Pain

## Module 8. Early Care

- 8.1. Introduction
  - 8.1.1. Prevention of Needs
- 8.2. Language Intervention
  - 8.2.1. Language Disorders
- 8.3. Intervention in the Development
  - 8.3.1. Prenatal and Non-Prenatal Origin
- 8.4. Intervention in Emotional Disorders
  - 8.4.1. Difficulties in Emotional Development
- 8.5. Mistreatment and Abuse
  - 8.5.1. Family Context
- 8.6. Attachment Disorders
  - 8.6.1. The Attachment Figure
- 8.7. Intervention in Sensory Alterations
  - 8.7.1. Sensory Disturbances
- 8.8. Attention Deficit and Hyperactivity Disorder
  - 8.8.1. Comorbidity with other Disorders
- 8.9. Minority Syndromes and Rare Diseases
  - 8.9.1. Social Exclusions and Difficulties
- 8.10. Elaboration of Intervention Programs
  - 8.10.1. Evaluation and Intervention Instruments

**Module 9. Affective and Social Development**

- 9.1. Introduction to the Study of Affective and Social Development
  - 9.1.1. Introduction
  - 9.1.2. Explanatory Theories
  - 9.1.3. Classification of Social Development Studies
- 9.2. Beginning of Affective Relationships
  - 9.2.1. Conditions Necessary for an Attachment to Form
  - 9.2.2. Guidance for Parents to Improve Interaction with the Child with a Disability
  - 9.2.3. The Formation of the First Attachment
  - 9.2.4. Components of the Attachment Relationship
  - 9.2.5. Evolution of Attachment During Childhood
- 9.3. Development and Evolution of Attachment in Infancy
  - 9.3.1. Theories on Affective Development
  - 9.3.2. Affective Development
  - 9.3.3. Types of Attachment
  - 9.3.4. Emotional development
- 9.4. Development of Attachment from Adolescence to Adulthood
  - 9.4.1. Attachment in Adolescence
  - 9.4.2. Attachment in Young Adults
  - 9.4.3. Attachment in Middle-Aged and Older Adults
  - 9.4.4. Differences in Attachment in Adulthood
- 9.5. Development of Personal Identity
  - 9.5.1. The Development of the Self-Concept
  - 9.5.2. Self-Esteem: the Evaluation Component of Self-Esteem
  - 9.5.3. The Development of Self-Control
  - 9.5.4. Who Am I Going to Be? Forging an Identity
  - 9.5.5. The Other Side of Social Cognition: Getting to Know Others
- 9.6. Peer-to-Peer Relationships
  - 9.6.1. Peers: A New Social Experience?
  - 9.6.2. Sibling Relationships from 2 to 6 Years of Age
  - 9.6.3. Social Interactions in Play, Aggressiveness and Prosociality
  - 9.6.4. Peer Relationships: Friendship
  - 9.6.5. Children's Groups and Dominance Hierarchies
  - 9.6.6. The Determinants of Social Experience
- 9.7. Social Development in Adolescence
  - 9.7.1. Model of Individual Change: Erikson's Theory
  - 9.7.2. Self-Concept and Self-Esteem
  - 9.7.3. Family Relationships
  - 9.7.4. Relationships with Peers
- 9.8. Moral Development
  - 9.8.1. What is Moral Development?
  - 9.8.2. Moral Thinking
  - 9.8.3. Moral Behavior
  - 9.8.4. Moral Sentiments
  - 9.8.5. Moral Education
  - 9.8.6. Values, Religion and Sects
- 9.9. Early Promotion of Emotional Development
  - 9.9.1. Factors that Determine Parental Performance
  - 9.9.2. Intervention Models
  - 9.9.3. Educational Criteria for Parents
- 9.10. Intervention in Social Development
  - 9.10.1. Family Education and Social Competence
  - 9.10.2. Assessment of Social Competence in Young Children
  - 9.10.3. Development of Social Competence in the Early Childhood School
  - 9.10.4. Procedures for Developing Social Competence in Early Childhood Schools
  - 9.10.5. Prevention of Antisocial Behavior

## Module 10. Behavior Modification Techniques

- 10.1. Introduction: What is Behavior Modification?
  - 10.1.1. Delimitation of Behavior Modification
  - 10.1.2. Brief Historical Development of Behavior Modification
  - 10.1.3. Basic Assumptions of Behavior Modification
  - 10.1.4. Fundamental Currents of Behavior Modification
- 10.2. Behavioral Assessment
  - 10.2.1. Introduction
  - 10.2.2. Define Behavior
  - 10.2.3. Record of Behavior
  - 10.2.4. Behavioral Analysis
- 10.3. Learning Principles applied to Behavior Modification
  - 10.3.1. Introduction
  - 10.3.2. Definition of Reinforcement and Punishment
  - 10.3.3. Types of Reinforcers
  - 10.3.4. The Principle of Premack
  - 10.3.5. Choice of Reinforcers
  - 10.3.6. Enhancer Applications
  - 10.3.7. Reinforcement Programs
- 10.4. Contingency Control (I): Procedures for Developing and Maintaining Behavioral Behaviors
  - 10.4.1. Simple Contingency Techniques (Reinforcement, Shaping, Chaining and Fading)
  - 10.4.2. Organized Contingency Systems (Behavioral Contracts, Token Economy)
  - 10.4.3. Modeling and Social Skills Training
- 10.5. Contingency Control (II): Procedures to Reduce Behaviors
  - 10.5.1. Extinction
  - 10.5.2. Differential Reinforcement
  - 10.5.3. Stimulus Control
  - 10.5.4. Cost of Response
  - 10.5.5. Time Off
  - 10.5.6. Satiation
  - 10.5.7. Overcorrection
  - 10.5.8. Positive Punishment
  - 10.5.9. Covert Techniques
  - 10.5.10. Aversive Techniques
- 10.6. Muscle Relaxation and Abdominal Breathing
  - 10.6.1. Introduction: Framework of the Techniques
  - 10.6.2. Progressive Muscular Relaxation
  - 10.6.3. Abdominal Breathing
- 10.7. Systematic Desensitization and its Variants
  - 10.7.1. Systematic Desensitization
  - 10.7.2. Live Desensitization
  - 10.7.3. Desensitization as a Control Technique
- 10.8. Exposure Techniques
  - 10.8.1. Exposure Procedures
  - 10.8.2. Variants and Variables Involved in Exposure
  - 10.8.3. Conclusions
- 10.9. Stress Inoculation and Other Coping Techniques
  - 10.9.1. Introduction
  - 10.9.2. Procedure of the Stress Inoculation
  - 10.9.3. Conclusions
- 10.10. The Acceptance and Commitment Therapy Approach
  - 10.10.1. Introduction
  - 10.10.2. Philosophical and Theoretical Presuppositions
  - 10.10.3. Elements of Therapy
  - 10.10.4. Therapy Phases
  - 10.10.5. Clinical Applications and Assessment



“

*Our syllabus has been designed with teaching effectiveness in mind: so that you learn faster, more efficiently, and more consistently”*

05

# 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.



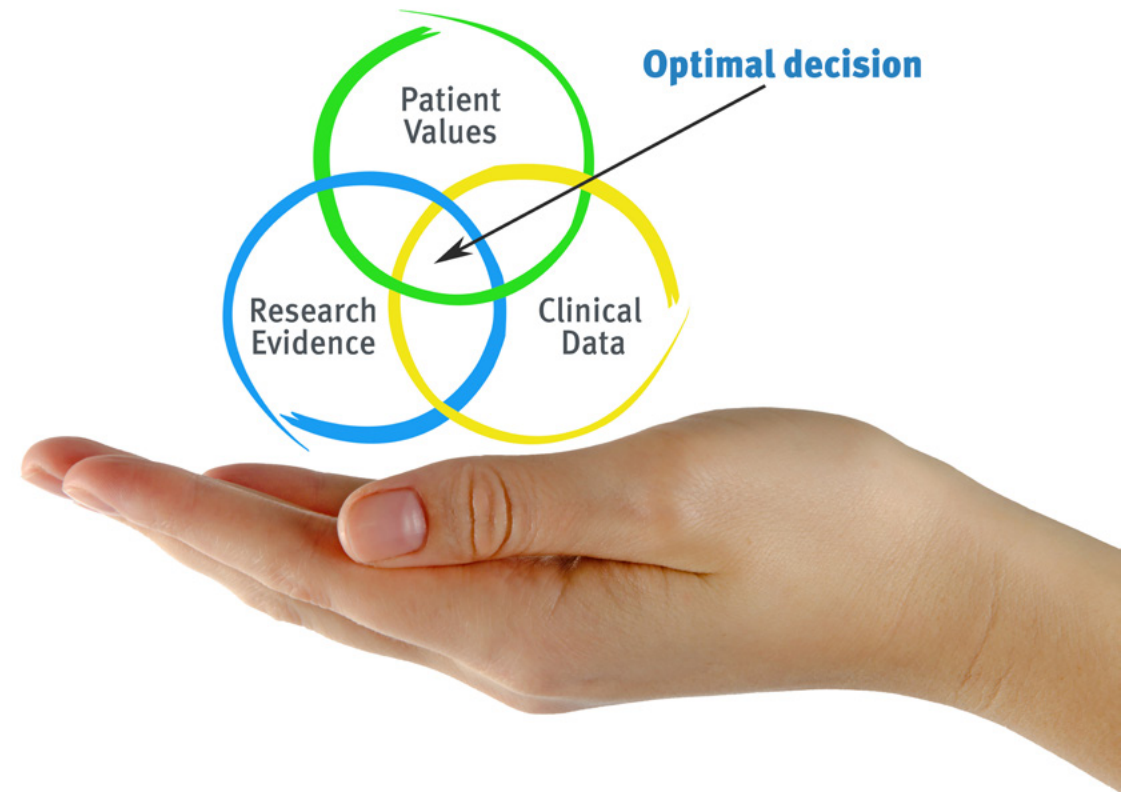
“

*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 relearn). 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 Professional Master's Degree in Educational and Health Psychology guarantees you, in addition to the most rigorous and updated training, access to a Professional Master's Degree issued by TECH Global University.





“

*Successfully complete this program  
and receive your university degree  
without travel or laborious paperwork”*

This private qualification will allow you to obtain a **Professional Master's Degree diploma in Educational and Health Psychology** 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.

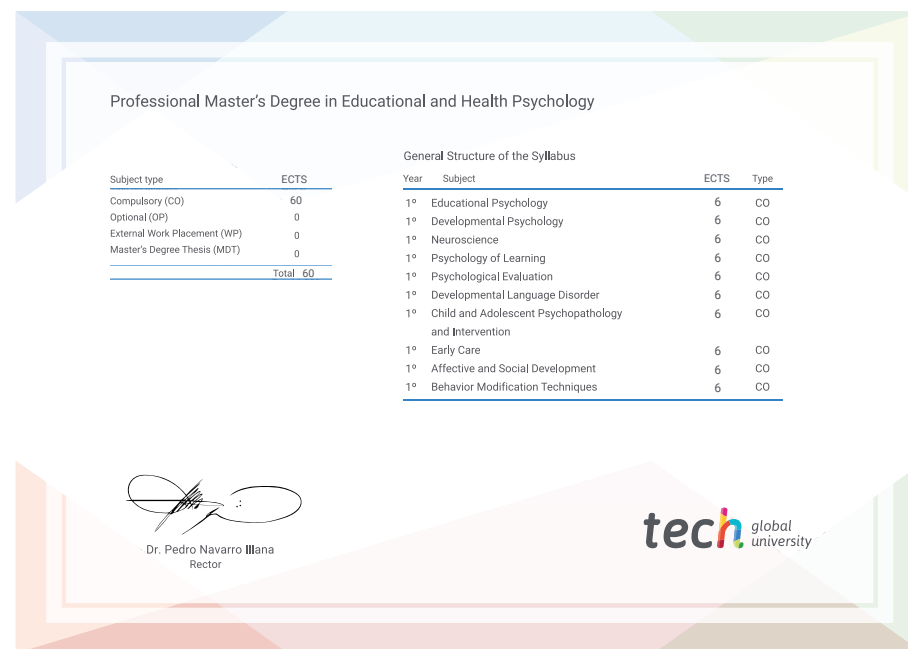
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Educational and Health Psychology**

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 innovation  
knowledge present  
development languages  
classroom



## Professional Master's Degree

### Educational and Health Psychology

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

# Professional Master's Degree

## Educational and Health Psychology

