# Professional Master's Degree

## Family Therapy and Stress for Psychologists

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# Professional Master's Degree
## Family Therapy and Stress for Psychologists

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/in/psychology/professional-master-degree/master-family-therapy-stress-psychologists

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01

# Introduction

Family plays a decisive role in the socialization process of an individual and in the transmission of values, knowledge and beliefs. The modern family is still a living and essential entity, which is at the center of our individual, professional social concerns. It is an extremely important element in the development and maturation of each person. In this sense, the protective role in family relationships has traditionally been highlighted in the face of certain adverse situations. These can be as diverse as work problems, economic difficulties or the loss of loved ones.

*This Professional Master's Degree is unique as 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"*

Gradually, family dynamics have been recognized to not only protect members against certain adversities or certain personal disorders, but it has also been noted that certain aspects of family functioning can help to improve inappropriate behavior (especially in children and adolescents). This not only applies in the family environment, but also in other areas and other disorders, as is the case of emotional or psychosomatic disorders.

Researchers have hypothesized 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.

Economic status is one of the most frequently studied family pathologies. Different research has brought to light that economic stress 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 such attempt to clarify these processes is the theoretical model elaborated by Conger et al., which posits that economic stress experienced by parents exacerbates both disharmony and conflict between parents, as well as 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.

This **Professional Master's Degree in Family Therapy and Stress for Psychologists** contains the most complete and up-to-date program on the market. The most important features of the program include:

- More than 75 clinical cases presented by psychology experts. The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- New diagnostic and therapeutic developments on evaluation, diagnosis and intervention of the biological and neurological processes which explain mental illnesses
- It contains practical exercises where the self-evaluation process can be carried out to improve learning
- An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- Special emphasis on evidence-based psychology and research methodologies.
- 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

*Update your knowledge through the Professional Master's Degree program in Family Therapy and Stress for Psychologists"*

*This Professional Master's Degree is the best investment you can make in the selection of an up-to-date program, for two reasons: in addition to updating your knowledge in Family and Stress Therapy for Psychologists, you will obtain a qualification with university curricular value"*

*Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree.*

*Take the opportunity to learn about the latest advances in Family Therapy and Stress for Psychologists and improve your patient care.*

The faculty includes professionals from the field of psychology, who bring their experience to this Professional Master's Degree program, as well as renowned specialists from leading scientific societies.

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 educational program to train in real situations.

This program is designed around Problem-Based Learning, whereby the psychologist must try to solve the different professional practice situations that arise during the course. For this purpose, the psychologist will be assisted by an innovative interactive video system created by, renowned and experienced experts in the field of family therapy and stress for psychologists with extensive teaching experience.

02

# Objectives

The program is oriented towards achieving the development of theoretical-practical learning, so that the specialist is able to keep their knowledge up to date in order to practice their profession with complete safety.

*This Professional Master's Degree is designed to help you update your knowledge in family therapy and stress for psychologists, with the use of the latest educational technology, to contribute with quality and safety to decision-making, diagnosis, treatment, and patient support"*

## General Objectives

- Master the current knowledge of psychic and social disorders in the family.
- Learn how to achieve a therapist-patient bond in the field of family therapy.
- Identify the agents who live with the child and adolescent, to discover their impact on family psychopathology
- Develop understanding of the dynamics between the parents and the consequences on the family
- Describe, in relation to protocols, the intervention programs, taking into account the characteristics and aspects of the systemic relationship in the family
- 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 in order 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

## Specific Objectives

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

- Master knowledge of the family clinic, as well as to provide the necessary skills to work in a systemic way
- Identify and make decisions about patients taking into account the social and emotional fabric in which they find themselves
- Address the family, school and social environment

### Module 2. The Family Interview

- Implement silence into family intervention
- Manage the emotional crises within a session with children or adolescents and adults

### Module 3. Family Stress

- Describe the emotional schemas of the family members

### Module 4. Family Bonds and Systemic Organization

- Manage and stabilize the emotional and affective deficiencies of the patient within the intervention

### Module 5. Family Models and Parenting Roles

- Identify and master the clinical and prognostic features of the various disorders of childhood and adolescence

### Module 6. Modes of Intervention in Family Therapy

- Use the intervention to determine when it is necessary for other professionals to join the analysis process

### Module 7. Family Problems Which Need Interventions

- Master knowledge of current systemic psychopathology.

### Module 8. Types of Expertise and Contexts that Surround Psychological Expertise

- Develop monitoring models that express the changes in stress pathologies

*You will achieve your goals thanks to our tools, and you will be accompanied along the way by leading professionals"*

03

# Skills

After passing the assessments on the Professional Master's Degree in Family Therapy and Stress for Psychologists, the psychologist will have acquired the necessary professional skills for quality, up-to-date practice based on the most recent scientific evidence.

*With this program you will be able to master the new diagnostic and treatment procedures for patients with psychological disorders"*

## General Skills

- Perform and adapt intervention protocols within an interdisciplinary framework.
- Implement silence into family intervention
- Identify and use information from social and family agents
- Develop an intervention according to the mental logic of the different age groups.
- Master how to create a relationship to become a reference for the whole family , without entering into competition with adults
- Performing and adapting intervention protocols within an interdisciplinary framework.

*Learn about the latest advances in Family Therapy and Stress for Psychologists”*

## Specific Skills

- Master interaction within a family therapy framework.
- Manage the dynamics of therapeutic time
- Master assessment and intervention tools using all senses
- Master and manage the differential characteristics of family psychological pathologies
- Develop and understand mutations and new forms of disease
- Develop knowledge that discriminates an important problem of natural evolution within the process of family coexistence

04

# Course Management

The program includes in its teaching staff renowned experts in family therapy and stress for psychologists, who contribute their work experience to this Professional Master's degree. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.

*Learn the latest advances in procedures in the field of family therapy and stress for psychologists from leading professionals"*

## Management

### Mr. Aguado Romo, Roberto

- Psychologist specializing in Clinical Psychology
- European specialist in Psychotherapy from the EFPA
- President of the European Institute of Time-Limited Psychotherapy
- Director of the Evaluation and Psychotherapy Center of Talavera, Bilbao and Madrid
- Director of the scientific journal Psinapsis
- Master's Degree in Clinical and Health Psychology by the Spanish Society of Psychosomatic Medicine and Health Psychology.
- Tutor of the Basic Psychology course at the UNED

## Professors

### Mr. De Dios González, Antonio

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

### Mr. Gandarias, Gorka

- Health Psychologist
- European specialist psychologist in Psychotherapy by the EFPA in Vitoria, Spain.
- Master in Time-Limited Psychotherapy and Health Psychology
- Expert in intervention in bizarre behavior and drug addiction.

### Ms. González, Mónica

- Psychologist in charge of the Department of Child and Adolescent Psychology in 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. 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 in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies.
- Specialist in Clinical Hypnosis and Relaxation

**Ms. Roldán, Lucía**

- Health Psychologist
- Cognitive-behavioral intervention specialist
- Master in Time-Limited Psychotherapy and Health Psychology
- Expert in energy therapy intervention

05

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best hospitals and universities in the country, who are aware of the relevance of up-to-date training to be able to intervene with patients with mental illness or psychological disorders, and are committed to quality teaching through new educational technologies.

*This Professional Master's Degree in Family Therapy and Stress for Psychologists, contains the most complete and up-to-date 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. 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 Evaluee 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 Inventory (MCMI-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-Trauma Stress D
1.7.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium

1.8. 16 Catell 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, Obsessive-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: Antisocial Behavior, Eating Behavior Problems, Schizotypy, Substance Abuse
Learning Disabilities, Schizotypy, Substance Abuse

1.10. Questionnaire for the Assessment of Adopters, Caregivers, Guardians and CUIDA

1.11. Personality Assessment Inventory (PAI)
1.11.1. 4. Validity Scales (Inconsistency, Infrequency, Negative Impression, 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. Thirty Subscales Providing 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.** The Family Interview

2.1. Active Interview (CHSV)
2.1.1. Information Theory
2.1.2. Communication Channels
2.1.3. Communication System

2.2. Axioms of the Interview
2.2.1. It is Impossible Not to Communicate
2.2.2. Content and Relationship
2.2.3. Affective Value
2.2.4. Digital and Analog Communication
2.2.5. Symmetric and Asymmetric

2.3. Exploring Communication
2.3.1. Verbal Communication
2.3.2. Non-Verbal Communication
2.3.3. Double Bond
2.3.4. Psychopathology of Communication
2.3.5. A Gesture is Worth a Thousand Words

2.4. Medical History
2.4.1. Personal
2.4.2. Family
2.4.3. Generational

2.5. Medical History
2.5.1. Psychopathological Biography
2.5.2. Biography of Medical Diseases
2.5.3. Biography Social Problems

2.6. General Structure of the Mental Examination
  2.6.1. Non-Verbal Communication and Emotions
  2.6.2. Communication Around the Table
2.7. Semiology, Signs and Symptoms
  2.7.1. Signs
  2.7.2. Symptoms
2.8. Epistemology of Diagnosis
  2.8.1. Descriptive Syndromic Diagnosis Versus Disease
  2.8.2. Nosology Categorical Vs. Dimensional Diagnosis
2.9. Multiple Diagnoses and Comorbidity
2.10. Clinical vs. Research Criteria
2.11. Expert Interview

## **Module 3.** Family Stress

3.1. New Ways to Define Stress
3.2. Common Stressors in the Family
  3.2.1. Relationship
  3.2.2. Living Conditions / Environment
  3.2.3. Economic
  3.2.4. Emotional
  3.2.5. Pathologies of Family Members
  3.2.6. Abuse and Violence
  3.2.7. Separation and/or Abandonment
3.3. Interpersonal Stress
3.4. Toxicity and Family
  3.4.1. Substance-Related
  3.4.2. Non-Substance-Related
  3.4.3. Dependency
3.5. The Information Retrieval Process: The Transmission of Learning
3.6. Occupational Stress
3.7. Learning and Family Events
3.8. Family Crises

## **Module 4.** Family Bonds and Systemic Organization

4.1. Family Functions
4.2. Family Institution
  4.2.1. Life Cycle of the Family
  4.2.2. Family Law
  4.2.3. Legal Nature
  4.2.4. Family Characteristics
4.3. Types of Family
  4.3.1. Conjugal Family
  4.3.2. Matriarchal Family
  4.3.3. Patriarchal Family
  4.3.4. Gang Family
  4.3.5. Inverted Family
  4.3.6. Extended Family
4.4. Family Characteristics to Promote or Hinder Learning
4.5. Family Structure Variables
4.6. Dysfunctional Family
4.7. Family Reactions to Illness
4.8. Pathological Management of Children from the Family
4.9. Consequences of Family Composition
4.10. Morphology of Family and the Implication on Psychopathy
4.11. Family and Process of Socialization
4.12. Intervention in a Dysfunctional Family
4.13. Conflict Inheritance
4.14. Concept of Accompaniment, Containment and Escort

## **Module 5.** Family Models and Parenting Roles

5.1. Separation, Divorce and Nulled Marriage
5.2. Disability from the Expert's Point of View
  5.2.1. Deficiency, Disability and Handicap
  5.2.2. Civil Incapacity and Labor Incapacity
  5.2.3. Degrees of Permanent Disability
  5.2.4. Major Disability

5.3. Gender Violence
- 5.3.1. Psychological Violence
- 5.3.2. Psychological Consequences of Violence

5.4. Abuse
- 5.4.1. Confirmation
- 5.4.2. Psychological Consequences
- 5.4.3. Causal Nexus

5.5. Secondary Victimization
- 5.5.1. Credibility of Testimony
- 5.5.2. Difficulty of the Psychological Opinion

5.6. Psychological Support for Family Members

5.7. Juvenile Expertise

5.8. Psychopedagogical Drug Addict Expert

5.9. Elderly Expert

5.10. Profile of the Basic Emotion "Guilt" in Current Research

## **Module 6.** Modes of Intervention in Family Therapy

6.1. Notion of Conflict
- 6.1.1. Changing the Attitude Towards Team Cooperation
- 6.1.2. Improve Attitude
- 6.1.3. Emphasizing Performance

6.2. Types of Conflict
- 6.2.1. Attraction-Attraction
- 6.2.2. Evasion-Evasion
- 6.2.3. Attraction-Evasion

6.3. Family Mediation
- 6.3.1. Mediator is Present, Does Not Have an Influence
- 6.3.2. Arbitration Makes Decisions by Listening to the Parties
- 6.3.3. Neutral Evaluation Draw Consequences from the Data Obtained

6.4. Family Coaching
- 6.4.1. Equalities
- 6.4.2. Differences
- 6.4.3. Contradictions
- 6.4.4. Impersonation

6.5. Learning in Coaching
- 6.5.1. Declaring Bankruptcy
- 6.5.2. Stripping Off the Masks
- 6.5.3. Re-Engineering Ourselves
- 6.5.4. Focusing on the Task

6.6. Habits to Improve in Coaching

6.7. Focused on the Activity
- 6.7.1. Focusing Techniques
- 6.7.2. Thought Control Techniques

6.8. Clear Goals
- 6.8.1. Definition of Where We Are
- 6.8.2. Definition of Where We Want to Go

6.9. Taking the Reins in Your Life Being Proactive

6.10. Positive Psychology

6.11. Conflict Management with the Conscious Emotional Bonding (CEB) Model
- 6.11.1. Identifying Emotions
- 6.11.2. Identifying Suitable Emotions
- 6.11.3. Changing Emotions for Others

6.12. Training to Deal with Conflicts in the Family

## **Module 7.** Family Problems Which Need Interventions

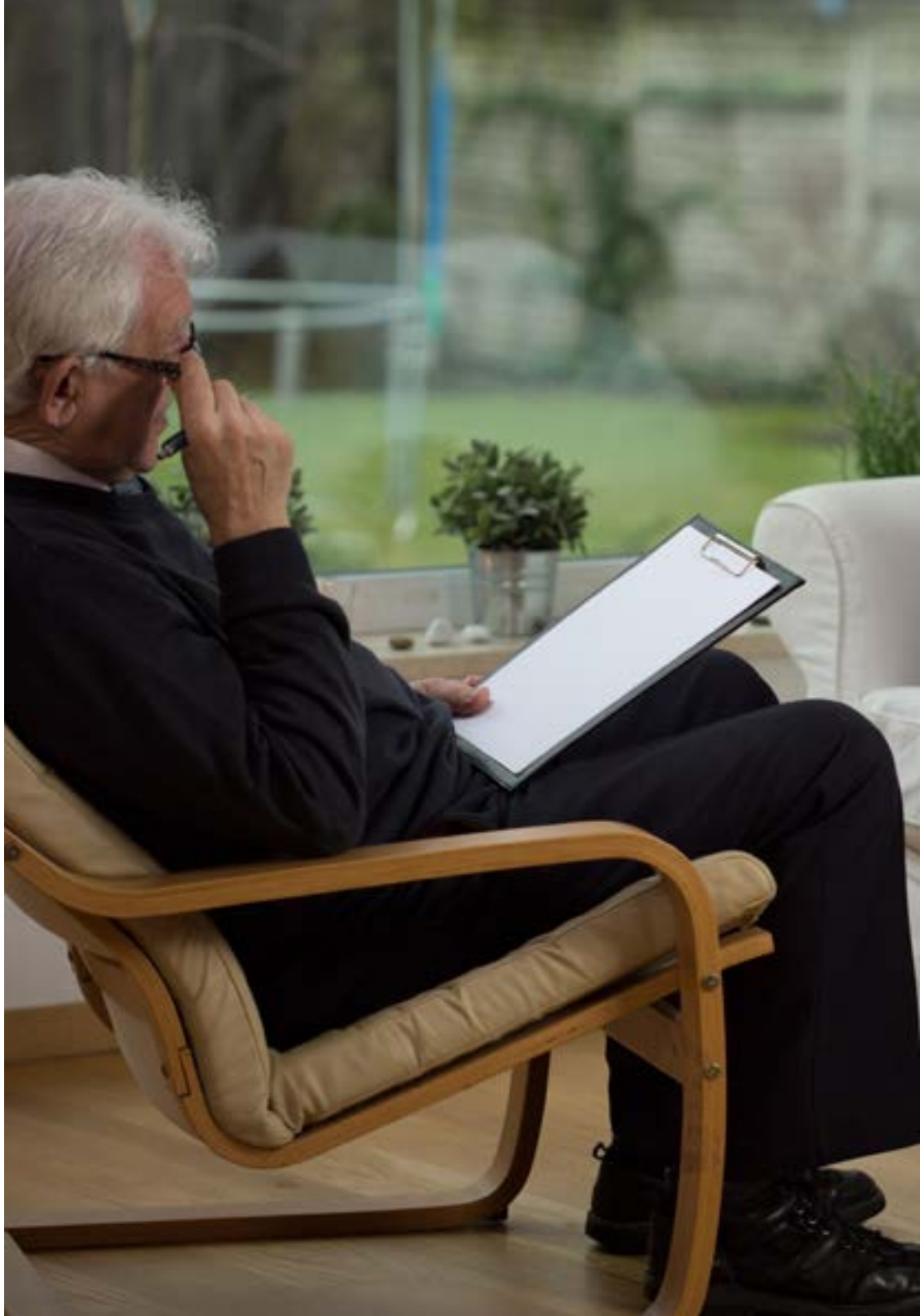
7.1. Behavior Modification Techniques

7.2. Cognitive-Behavioral Therapy

7.3. Treatment Oriented Towards the Family

7.4. Other Focus of Systemic Family Treatment

7.5. Strategic Therapy and Constructivism



**Module 8.** Types of Expertise and Contexts that Surround Psychological Expertise

8.1. Definitions Regarding Appraisal
8.2. Adoptions
8.3. Guardianship and Custody
8.4. Simulation
8.5. Expert Evidence
8.6. The Purpose of Expert Evidence
8.7. Expert Evidence Guarantees
8.8. Basis of Law of the Appraisee and the Appraiser
8.9. Personal Data Protection Regulation
8.10. Role of the Expert in the 21st Century
8.11. Judicial Hearing Procedure
8.12. Relationship with Other Groups
8.13. Family Diagnosis: The Family as a System
8.14. Assessment of Guilt in Psychopathology
8.15. Diagnostic Process Framing in the Expert Appraisal
8.16. Psychological Expert Opinion

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

06

# Methodology

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

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

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

## At TECH we use the Case Method

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

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

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

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

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

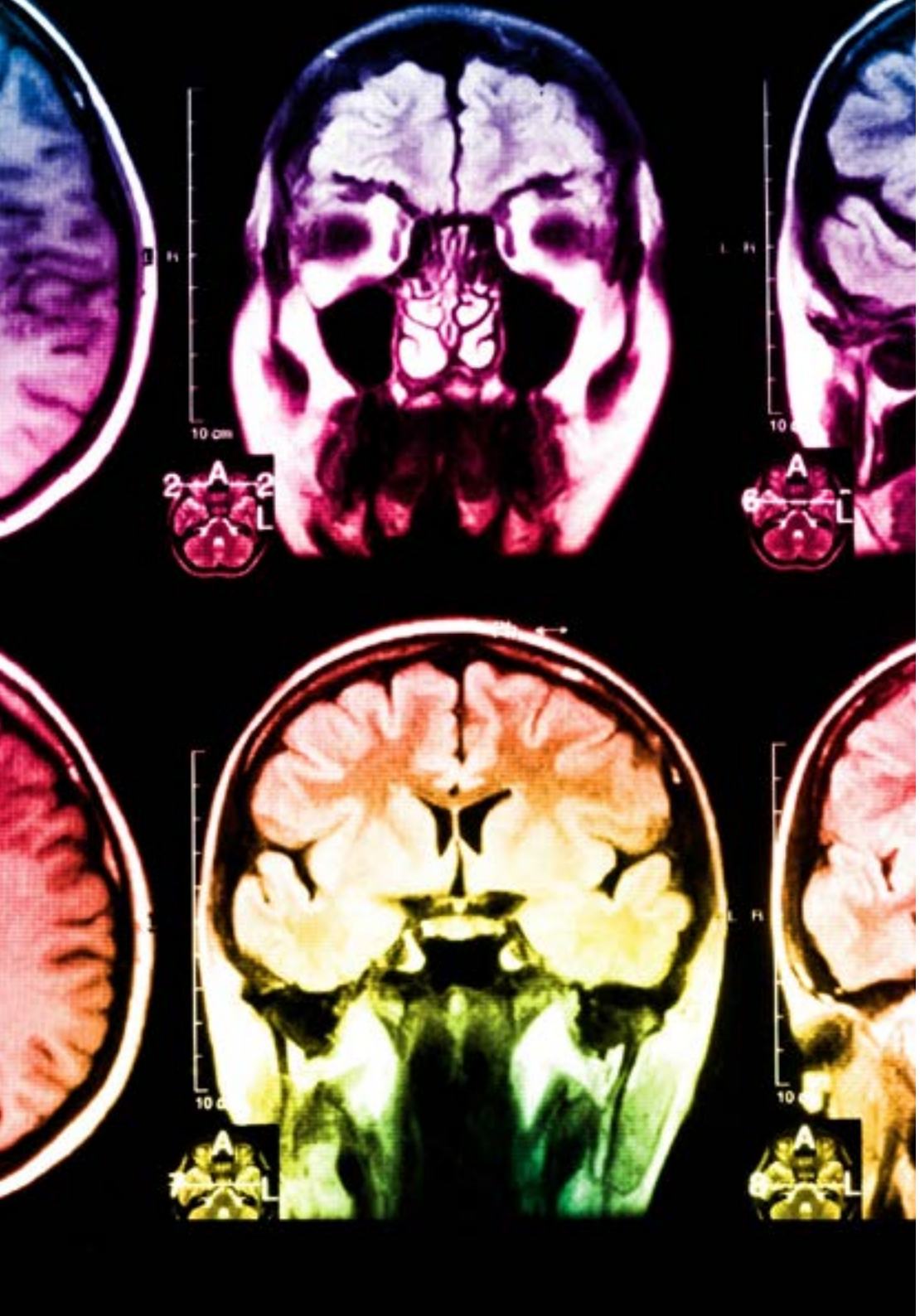
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate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

## Relearning Methodology

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

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

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



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

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

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

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

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

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

### Study Material

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

These contents are then 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.

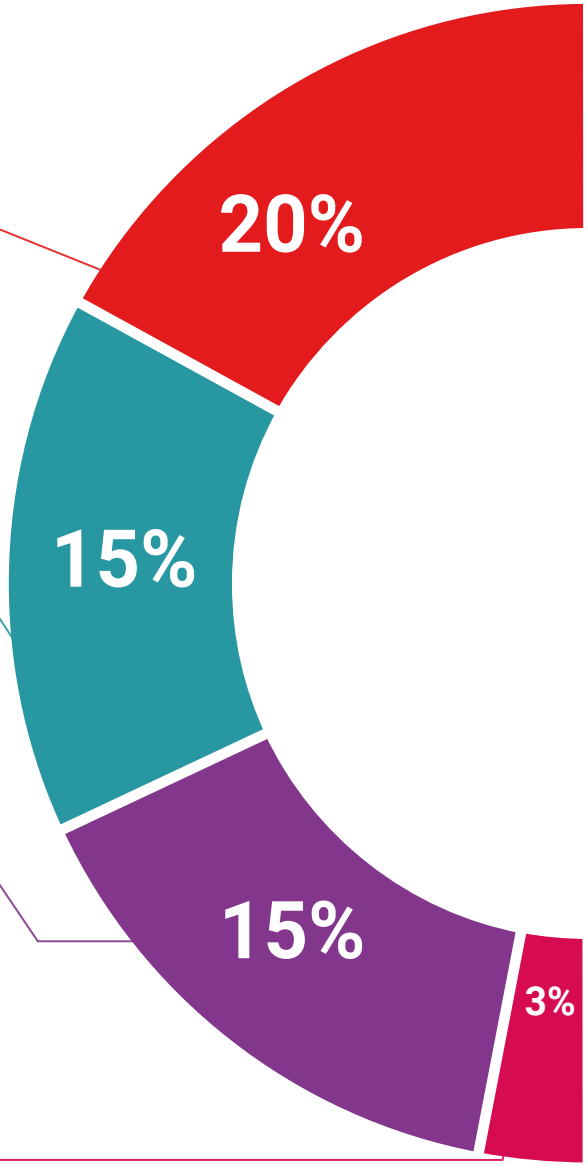
### Interactive Summaries

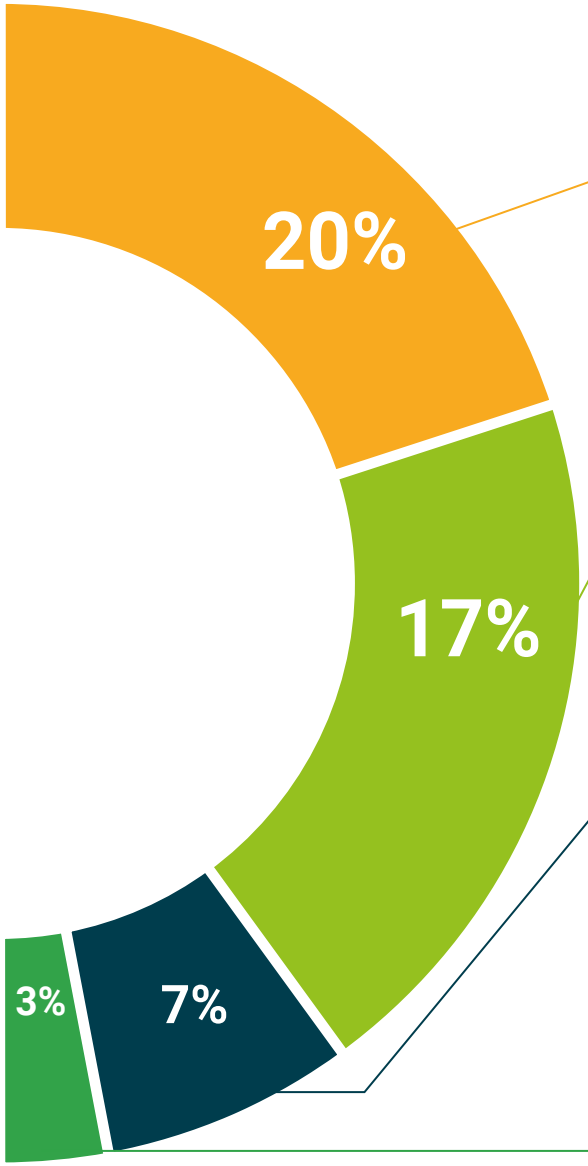
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

07

# Certificate

The Professional Master's Degree in Family Therapy and Stress for Psychologists guarantees you, in addition  to the most rigorous and updated training, access to a Professional Master's Degree issued by TECH Technological University.

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

This **Professional Master's Degree in Family Therapy and Stress for Psychologists** contains the most complete and updated program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Professional Master's Degree in Family Therapy and Stress for Psychologists**

Official Nº of hours: **1,500 h.**

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Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Family Therapy and Stress for Psychologists

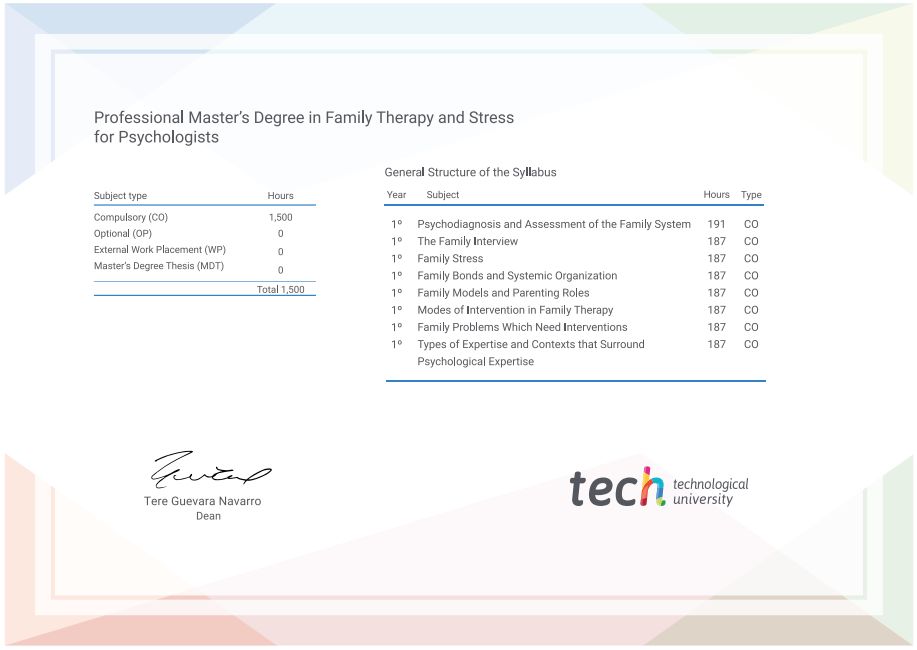
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Family Therapy and Stress for Psychologists

| Subject type | Hours |
|---|---|
| Compulsory (CO) | 1,500 |
| Optional (OP) | 0 |
| External Work Placement (WP) | 0 |
| Master's Degree Thesis (MDT) | 0 |
| | Total 1,500 |

General Structure of the Syllabus

| Year | Subject | Hours | Type |
|---|---|---|---|
| 1º | Psychodiagnosis and Assessment of the Family System | 191 | CO |
| 1º | The Family Interview | 187 | CO |
| 1º | Family Stress | 187 | CO |
| 1º | Family Bonds and Systemic Organization | 187 | CO |
| 1º | Family Models and Parenting Roles | 187 | CO |
| 1º | Modes of Intervention in Family Therapy | 187 | CO |
| 1º | Family Problems Which Need Interventions | 187 | CO |
| 1º | Types of Expertise and Contexts that Surround Psychological Expertise | 187 | CO |

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

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# Professional Master's Degree
## Family Therapy and Stress for Psychologists

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

# Professional Master's Degree
## Family Therapy and Stress for Psychologists

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