Professional Master's Degree

Occupational and Organizational Psychology

tech global university

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Professional Master's Degree
Occupational and Organizational 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-occupational-organizational-psychology

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01

Introduction

More and more entities and organizations are prioritizing the mental health of their employees. Numerous studies have determined that professionals who enjoy optimal psycho-emotional stability have superior performance. However, in order to carry out this task, it is necessary for the specialists to have the most up to date knowledge on group psychology in work environments, which they will be able to acquire with the course of this very complete program. This is a dynamic and multidisciplinary degree through which the graduate will be able to delve into the most effective therapeutic strategies and techniques to form fluid and functional work teams through the improvement of interaction among its members.

Companies frequently demand the presence in their workforces of psychology professionals specialized in the work environment. Bet on this Professional Master's Degree and guarantee yourself a professional career with a future"

Occupational and Organizational Psychology has become a branch of the profession with ample opportunities, as more and more companies are demanding the presence of professionals in this field in their workforces and Human Resources departments. This is because it has been shown to be of utmost importance, the role that these specialists play in improving employee performance based on the application of therapeutic strategies that help improve communication between colleagues and favoring the creation of optimal and comfortable work environments for them. Additionally, effective and immediate conflict resolution is another area of expertise, which is vital for maintaining team stability and ensuring effective business fluidity that benefits the performance of the organization.

However, this is a field in which, due to increasing demand, new techniques and guidelines have been implemented that are increasingly effective and specialized in different environments. For this reason, the professionals who want to dedicate their activity to this branch must have a specific degree that helps them to know in detail the new developments that have been emerging, one such as the very complete Professional Master's Degree in Occupational and Organizational Psychology that TECH has designed, exclusively, for them.

It is a multidisciplinary and avant-garde academic experience that includes the latest developments in this field and thanks to which the graduates will be able to implement the most innovative and effective coaching strategies in their practice. It will also work on the latest guidelines to explore organizational behavior and the path to achieving power and leadership, focusing on the best negotiation techniques to resolve conflicts in situations of tension or disagreement.

It is, therefore, a unique educational opportunity to perfect your professional profile through a 100% online program designed by experts in Psychology with years of experience in the occupational and organizational field. And if that were not enough, you will have 1,500 hours of the best theoretical, practical and additional material, the latter presented in different formats and with which you will be able to delve in a personalized way into the different aspects of the syllabus. You will receive specialization tailored not only to the requirements of the industry, but also to your own needs.

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

- The development of practical cases presented by experts in the occupational and professional field
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where self assessment can be used to improve learning
- Its special emphasis on innovative 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 100% online degree with which you will be able to adapt your professional profile as a Psychologist to the current demand of the business sector and its Human Resources departments"

A program that will bring you up to date on professional ethics and deontology through a comprehensive overview of the main areas of interest in the field of psychology"

Would you like to broaden your knowledge of legal psychology considerably? Enroll in this Professional Master's Degree and you will work with the most innovative tools in the sector.

You will work on improving your conflict management skills through the most effective and innovative negotiation and mediation techniques.

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

Theultimerdia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

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

02

Objectives

TECH and its team of experts in Psychology have developed this Professional Master's Degree with the objective that the graduate can learn in detail the latest developments related to Psychology specialized in the labor and organizational field. In this way, you will not only be able to adapt your professional profile to the high demand that currently exists, but you will also have the opportunity to implement the most innovative and effective business coaching and mentoring strategies that will elevate your talent as a psychologist to the top of the industry.

Do you want to master business coaching in just 12 months? Bet on a program like this one, which provides you with everything you need to achieve it in a guaranteed way and through a unique academic experience"

General Objectives

- Provide graduates with the most exhaustive and innovative information related to Psychology specialized in occupational and organizational psychology
- Enable specialists to intervene with real working capacity and optimal results in working environments
- Provide professionals with the most up to date and useful theoretical and practical knowledge for the performance of their profession

Specific Objectives

Module 1. Group Psychology

- Describe the psychosocial principles (needs and demands) of individuals and groups
- Analyze and describe how groups work
- Describe interaction processes. Research inter-organizational dynamics and structure
- Measure the influence of subject/group contexts on social interaction
- Define performance objectives and design the basic performance intervention plan
- Distinguish between psychosocial intervention techniques
- Identify the context in which individual behaviors, group and organizational processes take place
- Create products and services adapted to groups by differential characteristics.
- Select the resources best suited to individual and group demands

Module 2. Occupational and Organizational Psychology

- Analyze the needs and demands of individuals with respect to work
- Identify differences, problems and needs related to organizations and employees
- Describe and measure interaction processes, group dynamics, and group and intergroup structure
- Analyze the context in which individual behaviors and group processes develop
- Describe and measure organizational and inter-organizational interaction processes, dynamics and structure
- Select and manage tools, products and services and be able to identify stakeholders and interested parties

- Define the objectives and elaborate the basic intervention plan according to the characteristics of the organization and the employees
- Choose the appropriate psychological intervention techniques to achieve business objectives
- Apply indirect intervention strategies and methods through people linked to the individual's work development
- Prepare oral and written reports. Provide feedback to stakeholders in an appropriate and accurate manner

Module 3. Family, Community and Human Development

- Understand human behavior, it is essential to know how values, attitudes and behavioral patterns are constructed based on the characteristics of the contexts in which human beings grow up and are educated
- Obtain an overview of the way in which human development is shaped by the relationship with its socialization contexts, focusing on the so-called ecological model of development
- Study in detail their modes of influence on the cognitive and socio-emotional development of the person, and to particularize these aspects in the different stages of the evolutionary cycle (childhood, adolescence, adulthood and old age)
- Know some of the problems that arise within the family, such as child abuse and violence against women
- Understand the basic aspects of the community as a socialization environment, and detail aspects such as community feeling

Module 4. Coaching

- Learn the concept and scope of coaching
- Appreciate the importance of coaching as a process that pursues specific objectives
- Be familiar with the different approaches and historical background of coaching

Module 5. Organizational Behavior

- Identify the differences between group and individual behavior
- Learn specific models of the organizational world
- Learn about business models
- Develop business organization skills from a human resources perspective

Module 6. Power and Leadership

- Manage leadership models and types of power
- Theorize about roles in the power struggle in organizations
- Efficiently motivate an organization's human capital
- Propose strategic training and skills development programs for organizational leaders

Module 7. Conflict and Negotiation

- Use appropriate strategies to encourage habits and behaviors that promote a good working environment and social awareness
- Understand the meaning and implications of the terms; "conflict" and "negotiation"
- Identify the strengths and weaknesses of those involved in a conflict
- Be familiar with current theories on conflict resolution
- Create and be able to implement strategies for conflict resolution

Module 8. Social and Community Intervention

- Analyze the needs and demands of the target audience
- Select and manage resources, products and services
- Identify stakeholders
- Define objectives and develop basic intervention plans according to the purpose of the intervention

- Choose the appropriate psychological intervention techniques to achieve the objectives
- Use strategies and techniques to involve the target audience in the intervention
- Apply strategies and methods of direct intervention on the contexts: construction of healthy scenarios
- Plan the assessment of programs and interventions
- Devising an intervention plan

Module 9. Legal Psychology

- Identify differences, problems and needs
- Analyze the context in which individual behaviors, group and organizational processes are developed
- Prepare oral and written reports
- Gain knowledge about the deontological obligations of psychology
- Describe and measure variables (personality, intelligence and other skills, attitudes, etc.)
- Learn techniques for writing psychological reports
- Provide feedback to those involved in an appropriate and accurate manner
- Analyze and interpret the results of the assessment
- Explain human motivations, the biological structures that support them and the psychological mechanisms that organize them
- Plan and conduct an interview
- Identify the context in which individual behaviors, group and organizational processes are developed

Module 10. Ethics and Deontology

- 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 tools for analysis and critical reflection to be able to correctly develop their profession

Module 11. Human Resources Management

- Identify the general methodologies of planning and management of the Human Resources department
- Become familiar with the various techniques for managing and planning Human Resources while implementing a scorecard
- Learn the advantages and disadvantages of leadership and human resources management strategies, in order to understand and participate in the development of specific resources

A Professional Master's Degree designed for you to achieve even your most ambitious and complex goals in the field of Psychology, thanks to a program course tailored to your needs and the demands of today's work environment"

03

Skills

Among the most significant features of this Professional Master's Degree is the desire to ensure that the graduate can improve their professional skills in just 12 months, thanks to a program tailored to their needs and the demands of the sector. This is why TECH includes in its programs hours of practical material based on the simulation of real cases, thanks to which the specialist will be able to implement the psychological strategies developed throughout the program. In addition, it will allow you to assess your skills, focusing on those you need to improve and implementing the most effective and innovative techniques for the optimal management of teams in the business and organizational environment.

A program designed to perfect your coaching and mentoring skills in a guaranteed way and in less time than you expect"

General Skills

- Possess a series of 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 and the ultimate knowledge and rationale behind them 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

- Apply basic intervention strategies and methods to target audiences
- Apply knowledge to business and organizational communication
- Distinguish between executive, personal and business coaching
- Identify the differences between group and individual conduct
- Know how to motivate people and to exercise leadership within the group
- Identify the different psychopathological disorders in childhood and adolescence
- Use different interview techniques to assess the clinical case with which you are presented
- Have a good command of the social and contextual factors affecting team members
- Apply basic intervention strategies and methods to target audiences

You will work on improving your skills related to recruitment and selection of personnel, an aspect highly valued by HR departments"

04

Structure and Content

This Professional Master's Degree has been designed by TECH's team of experts based on the latest developments in occupational and organizational psychology. As they are professionals versed in the area, they have carefully selected the most exhaustive information, making up a program that is widely capacitating for the graduate. Additionally, they have chosen hundreds of hours of high quality additional material presented in different formats: detailed videos, research articles, supplementary readings, case studies, etc. Thanks to this, you will be able to delve into the different modules in a personalized way, receiving an update adapted to your academic requirements.

A study plan adapted to you and your needs and demands: no timetables or on site classes, and in which you decide for yourself the level of depth in the different sections of the syllabus"

Module 1. Group Psychology

1.1. Groups in Psychology: Conceptualization, Classifications and Typologies. The Reality of Groups: From the Individualistic to the Interactionist Approach
- 1.1.1. Social Influence: An Approach to Normalization and Conformity
- 1.1.2. Group Concept: Definitions Based on Interdependence, Social Identity and Social Interaction and Structure
- 1.1.3. Types of Group

1.2. Temporal Aspects: Training, Development and Socialization of Groups
- 1.2.1. Group Functions
- 1.2.2. The Group as a Dynamic Phenomenon
- 1.2.3. Formation of Groups as a Process of Social Integration

1.3. Group Development: Explanatory Models
- 1.3.1. The Purpose of Groups
- 1.3.2. Development of the Relationship Between the Individual and the Group: Group Socialization
- 1.3.3. Conclusions

1.4. The Physical, Personal and Social Environment of Groups
- 1.4.1. A Group's Physical Environment: The Group Space. Human Territoriality
- 1.4.2. Small Group Ecology
- 1.4.3. Environmental Stressors and Their Effect on Group Processes

1.5. Personal Environment of the Group: the Size of the Group
- 1.5.1. Personal Variables and Their Effect on Group Behavior and Performance
- 1.5.2. Social Environment of the Group: Effects of Composition
- 1.5.3. Conclusions

1.6. Intergroup Relationships
- 1.6.1. Main Explanatory Models
- 1.6.2. Affection and Intergroup Relationships
- 1.6.3. Intergroup Conflicts
- 1.6.4. Psychosocial Strategies for the Prevention and Management of Intergroup Conflict

1.7. Group Structure: Status, Role and Rules
- 1.7.1. Group Structure: Definitions and Components
- 1.7.2. Status and Roles
- 1.7.3. Relationships Between Role and Rule
- 1.7.4. Social Influence: Rules and Enforcement
- 1.7.5. Group Structure and Cohesion

1.8. Leadership and group functioning
- 1.8.1. Conceptual Approach
- 1.8.2. Leader Characteristics and Behavior
- 1.8.3. Leadership and Power
- 1.8.4. Leadership Styles
- 1.8.5. Situational Leadership
- 1.8.6. Super Leadership

1.9. Scope of Group Application
- 1.9.1. Conceptual Approach to the Different Areas of Group Application
  - 1.9.1.1. Work
  - 1.9.1.2. Therapeutics
  - 1.9.1.3. Educational
  - 1.9.1.4. Psychosocial

1.10. Group Dynamics Techniques and Activities: Group Psychotherapy in Specific Programs
- 1.10.1. Group Psychotherapy on Specific Programs
- 1.10.2. Eating Disorders
- 1.10.3. Personality Disorders
- 1.10.4. Psychosis
- 1.10.5. Alcohol Consumption Disorder
- 1.10.6. Affective and Anxiety Disorders
- 1.10.7. Group Therapy for the Elderly

Module 2. Occupational and Organizational Psychology

2.1. Introduction to Occupational Psychology
- 2.1.1. Conceptual and Historical Framework
- 2.1.2. Conceptual Framework of Work Psychology
- 2.1.3. Research Techniques and Methods in Occupational Psychology
- 2.1.4. Historical Evolution of Occupational Psychology
- 2.1.5. Areas of Intervention within Occupational Psychology

2.2. Work as a Social Phenomenon and Human Activity Within the Framework of the Psychology of Work, Organizations and Human Resources.
- 2.2.1. Introduction: Work as a Social Phenomenon and Human Activity Within the Framework of Occupational Psychology
- 2.2.2. Job Analysis (JA)
- 2.2.3. Job Evaluation (JE)

2.3. Personnel Assessment Within Occupational, Human Resources and Organizational Psychology
- 2.3.1. Personnel Assessment Using the Trait Approach and Employee Competency Assessment and Development
- 2.3.2. Personnel Assessment Within Occupational Psychology
- 2.3.3. Conclusions

2.4. Recruitment and Selection of Personnel
- 2.4.1. Recruitment and Selection of Personnel Within the Framework of Occupational Psychology
- 2.4.2. The Recruitment and Selection Process
- 2.4.3. Validity, Reliability and Efficiency Criteria in the Personnel Selection Process.

2.5. Occupational Psychology and Personnel Training
- 2.5.1. Introduction
- 2.5.2. Recruitment and Selection of Personnel Within the Framework of Occupational Psychology
- 2.5.3. Staff Training as a Process
- 2.5.4. Conclusions

2.6. Staff Training Methods
- 2.6.1. Teaching Methods in Classroom Training
- 2.6.2. Teaching Methods in e-Learning
- 2.6.3. Conclusions

2.7. Assessment of Performance and Potential. Career Planning
- 2.7.1. Introduction
- 2.7.2. The Performance Assessment Process
- 2.7.3. The Annual Performance Assessment Cycle
- 2.7.4. Assessment of Potential

2.8. Satisfaction and Work Climate
- 2.8.1. Introduction
- 2.8.2. Concept of Work Climate and Benefits of Work Climate Surveys
- 2.8.3. Conditions for a Successful Work Climate Survey
- 2.8.4. Work Climate Indicators
- 2.8.5. Satisfaction and Work Climate
- 2.8.6. Interventions for Improving the Work Climate

2.9. Occupational Health and Psychosocial Risks at Work
- 2.9.1. Introduction
- 2.9.2. The Concept of Occupational Health
- 2.9.3. Conditions Related to Occupational Health: Psychosocial Risks

2.10. Work Activity Throughout the Life Cycle: Unemployment, Retirement. The Main Psychological Problems Associated with Work Activity
- 2.10.1. Work Activity Throughout the Life Cycle
- 2.10.2. The Main Psychological Problems Associated with Work Activity: Work-related Stress, Burnout and Workplace Harassment.
- 2.10.3. Prevention and Intervention Programs for Promoting Occupational Health

Module 3. Family, Community and Human Development

3.1. The Person and Social Context
- 3.1.1. Introduction
- 3.1.2. Social Systems: Structures and Processes
- 3.1.3. The Ecological Model of Human Development

3.2. The Family: Concept, Types and Functions
- 3.2.1. Introduction
- 3.2.2. Origin and Universality of the Family
- 3.2.3. Family Diversity and Change
- 3.2.4. Family Functions

3.3. Family as a System
- 3.3.1. Introduction
- 3.3.2. Ecological-systemic Analysis of the Family
- 3.3.3. Dimensions for Analyzing the Family from a Developmental-Educational Perspective
- 3.3.4. Evolutionary Changes in the Family

3.4. The Influence of the Family on Psychological Development I: Childhood and Adolescence
- 3.4.1. Theoretical Framework for Understanding the Influence of the Family on Development
- 3.4.2. Family Context and Psychological Development During Childhood and Adolescence
- 3.4.3. The Family Context Optimizes and Enhances Psychological Development

3.5. The Influence of the Family on Psychological Development II: Adulthood and Old Age
- 3.5.1. The Family Context of Adults
- 3.5.2. A Couple's Relationship in Adulthood and Old Age
- 3.5.3. Relationships Between Older Parents and Adult Children
- 3.5.4. Grandparenting
- 3.5.5. Interventions to Improve the Family Context in Adulthood and Old Age.

3.6. Disturbances in Family Relationships I: Abuse in Childhood
- 3.6.1. The Concept of Child Abuse
- 3.6.2. Child Abuse Figures
- 3.6.3. Etiology of Child Abuse
- 3.6.4. Child Abuse Intervention

3.7. Disturbances in Family Relationships II: Violence Against Women in the Family Context
- 3.7.1. Violence Against Women: Definition and Types
- 3.7.2. Intimate-Partner Violence Against Women: Statistics, Etiology, and Consequences
- 3.7.3. Intervention and Prevention

3.8. Disturbances in Family Relationships III: Delinquent Behavior in Adolescence
- 3.8.1. Brief Overview of Delinquent Behavior and High-Risk Behaviors in Youths and Adolescents
- 3.8.2. Explanatory Models
- 3.8.3. Risk factors

3.9. The Community from a Psychosocial Perspective: Community Psychology
- 3.9.1. Introduction
- 3.9.2. Differences Between Community Psychology and Clinical and Medical models
- 3.9.3. Visions of Community Psychology and North-South Differences
- 3.9.4. The Concept and Basic Characteristics of Community Psychology

3.10. Concept and Sense of Community
- 3.10.1. The Community and Sense of Community
- 3.10.2. Components and Evaluation of the Sense of Community
- 3.10.3. The Modern Community: City and Neighborhoods
- 3.10.4. Social Support: Conceptual Analysis
- 3.10.5. Social Support, Health and Well being

Module 4. Coaching

4.1. What is Coaching?
- 4.1.1. An Objective-driven Process
  - 4.1.1.1. The Importance of Defining the Objective
  - 4.1.1.2. Starting from the End
  - 4.1.1.3. How to Define a SMART Objective
  - 4.1.1.4. From Apparent to Real Objective
  - 4.1.1.5. Target Characteristics
- 4.1.2. A Process Among People
  - 4.1.2.1. Coaching Framework or Context
  - 4.1.2.2. The Coaching Relationship
  - 4.1.2.3. Influences in the Coaching Process
  - 4.1.2.4. Trust
  - 4.1.2.5. Respect
- 4.1.3. The Bond

4.1.4. A Communicative Process
4.1.4.1. The Power of Language
4.1.4.2. Active Listening
4.1.4.3. Lack of Judgment
4.1.4.4. Non-Verbal Communication
4.1.5. An Action-Oriented Process
4.1.5.1. The Importance of Action
4.1.5.2. Designing an Action Plan
4.1.5.3. Monitoring
4.1.5.4. Assessment
4.1.5.5. A Creative Process
4.1.5.6. Generating Options
4.1.5.7. Choosing Options

4.2. The Origins and Background of Coaching
4.2.1. Philosophical Origins and Maieutics
4.2.1.1. Pre-Socratics
4.2.1.2. The Maieutics of Socrates
4.2.1.3. Plato
4.2.1.4. Later Philosophical Influences
4.2.2. Influences of Humanistic Psychology
4.2.2.1. The Basics of Humanistic Psychology
4.2.2.2. Confidence in the Client's Ability
4.2.2.3. Focus on Potentialities and Possibilities
4.2.3. Contributions of Positive Psychology
4.2.3.1. The Basics of Positive Psychology
4.2.3.2. Conditions for Positive Psychology
4.2.3.3. Human Strengths
4.2.3.4. Meaning and Purpose in Life
4.2.4. The Winner Game
4.2.4.1. Deliberate Practice
4.2.4.2. Improvement in Sports Performance
4.2.4.3. Galwain
4.2.5. Orientalism
4.2.5.1. Importance of the Process or Pathway
4.2.5.2. Objectives as Goals
4.2.5.3. Detachment from Expectations and Achievements
4.2.5.4. Understanding Suffering
4.2.5.5. The Power of the Present
4.2.6. Other Influences
4.2.6.1. Systemic Psychology
4.2.6.2. Gestalt Psychology
4.2.6.3. The Flow Concept
4.2.6.4. Zen Teachings
4.2.6.5. Management
4.2.6.6. Neurosciences
4.2.6.7. Epigenetics

4.3. Current Schools and Trends
4.3.1. The American School
4.3.1.1. The Practical Coaching Approach
4.3.1.2. Thomas Leonard
4.3.1.3. Other Exponents
4.3.2. The European School
4.3.2.1. Humanistic Coaching
4.3.2.2. Jhon Whitmore
4.3.2.3. Other Exponents of European Coaching
4.3.3. The Latin American School
4.3.3.1. The Ontological Coaching Approach
4.3.3.2. Rafael Echevarría and Julio Olalla
4.3.3.3. Other Exponents of Latin American Coaching

4.4. Differences Between Coaching and Other Approaches
4.4.1. Specificities of a Coaching Relationship
4.4.1.1. The Coachee's Responsibility
4.4.1.2. The Role of the Coach
4.4.1.3. Achieving Objectives

4.4.2. The Limits of Coaching
- 4.4.2.1. Psychological Conditions of the Coachee
- 4.4.2.2. The Coach's Review and Personal Work
- 4.4.2.3. Discomfort and Neurosis in Coaching Processes
- 4.4.2.4. Signs of Psychosis in the Coachee
- 4.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals
- 4.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment

4.4.3. Cognitive-Behavioral
- 4.4.3.1. The Pychotherapeutic Approach
- 4.4.3.2. The Psychodynamic Approach
- 4.4.3.3. The Humanistic Approach
- 4.4.3.4. The Gestalt Approach
- 4.4.3.5. The Behavioral Approach
- 4.4.3.6. The Jungian Approach
- 4.4.3.7. The Systemic Approach
- 4.4.3.8. Complementation of Psychotherapy in Coaching Processes

4.4.4. Mentoring
- 4.4.4.1. Mentoring Objectives
- 4.4.4.2. Relationships in Mentoring
- 4.4.4.3. The Power of Trust in Mentoring
- 4.4.4.4. Mentoring Consulting
- 4.4.4.5. The Limits of Mentoring
- 4.4.4.6. Complementation of Mentoring in Coaching Processes

4.4.5. Consulting
- 4.4.5.1. Consulting Relationships
- 4.4.5.2. The Objectives of Consulting
- 4.4.5.3. Complementation of Consulting in Coaching Processes

4.4.6. Counseling
- 4.4.6.1. Relationships in Counseling
- 4.4.6.2. Objectives and Scope
- 4.4.6.3. Complementation of Counseling in Coaching Processes

4.4.7. Empowerment
- 4.4.7.1. Definition
- 4.4.7.2. Processes
- 4.4.7.3. Types

4.4.8. Other Approaches
- 4.4.8.1. Art Therapy
- 4.4.8.2. Music Therapy
- 4.4.8.3. Drama Therapy
- 4.4.8.4. Dance Therapy
- 4.4.8.5. Body Therapies and Mind-Body Integrative Therapies

4.5. Areas of Coaching

4.5.1. Live Coaching
- 4.5.1.1. Personal
- 4.5.1.2. Family
- 4.5.1.3. Relationship

4.5.2. Sports Coaching
- 4.5.2.1. Professional Sports Coaching
- 4.5.2.2. Health and Fitness Coaching
- 4.5.2.3. Executive Coaching
- 4.5.2.4. Team Coaching
- 4.5.2.5. Business Coaching
- 4.5.2.6. Nutritional Coaching
- 4.5.2.7. Systemic Coaching
- 4.5.2.8. Psycho Coaching
- 4.5.2.9. Transformational Coaching
- 4.5.2.10. Educational Coaching

4.6. The Competences of a Coach
- 4.6.1. Code of Ethics
  - 4.6.1.1. Ecology
  - 4.6.1.2. Confidentiality
  - 4.6.1.3. Forming Partnerships
  - 4.6.1.4. Creating the Bond
  - 4.6.1.5. Honesty
  - 4.6.1.6. Transparency
  - 4.6.1.7. Respect
  - 4.6.1.8. Commitment
- 4.6.2. In house Skills
  - 4.6.2.1. Self Knowledge
  - 4.6.2.2. Vulnerability
  - 4.6.2.3. Being Proactive
  - 4.6.2.4. Empathy
  - 4.6.2.5. Reflection
- 4.6.3. External Skills
  - 4.6.3.1. Effective Communication
  - 4.6.3.2. Active Listening
  - 4.6.3.3. Admiration
  - 4.6.3.4. Assertiveness
  - 4.6.3.5. Feedback
  - 4.6.3.6. Process Management
  - 4.6.3.7. Silence
  - 4.6.3.8. Motivation
- 4.6.4. Coaching Associations
  - 4.6.4.1. International Coach Federation
  - 4.6.4.4. International Coaching Community
  - 4.6.4.5. International Association of Coaching and Psychology
- 4.6.5. Coaching Qualifications and Training
  - 4.6.5.1. Quality Training Requirements
  - 4.6.5.2. Accredited Programs
  - 4.6.5.3. Professional Coach Accreditation
  - 4.6.5.4. Accreditation Process
- 4.6.6. The 11 ICF Core Competencies
  - 4.6.6.1. Laying the Foundations
  - 4.6.6.2. Co-Creating the Relationship
  - 4.6.6.3. Communicating Effectively
  - 4.6.6.4. Cultivating Learning and Growth

4.7. Session Structure
- 4.7.1. Coach and Coachee Roles
  - 4.7.1.1. Role and Responsibilities of the Coach
  - 4.7.1.2. Role and Responsibilities of the Coachee
  - 4.7.1.3. The Coaching Process
  - 4.7.1.4. Defining Objectives
  - 4.7.1.5. Action Plan
  - 4.7.1.6. Commitment
  - 4.7.1.7. Partnerships
  - 4.7.1.8. Assessment
- 4.7.2. Sponsor
  - 4.7.2.1. Company, Management or Institution as Sponsor
  - 4.7.2.2. Company and Coachee Objectives
  - 4.7.2.3. Responsibility in the Coaching Process
- 4.7.3. Structure and Framework
  - 4.7.3.1. Initial Situation
  - 4.7.3.2. Desired Situation
  - 4.7.3.3. Distance Between the Start and Coaching Goal
- 4.7.4. Partnership and Contract
  - 4.7.4.1. The Suitability of a Partnership
  - 4.7.4.2. The Contract and Contractual Matters
  - 4.7.4.3. Differences and Complementarity Between Partnership and Contract

4.7.5. Types of Session According to their Purpose
4.7.5.1. On Contact
4.7.5.2. On the Starting Process
4.7.5.3. On Development
4.7.5.4. On Follow-up
4.7.5.5. On Assessment
4.7.5.6. On Closure
4.7.6. Closing the Relationship
4.7.6.1. Process Assessment
4.7.6.2. Relationship Assessment
4.7.6.3. Evaluating the Achievement of Objectives

4.8. Models
4.8.1. Wasick
4.8.2. PIE
4.8.3. STIR
4.8.4. GROW Model
4.8.4.1. Objective
4.8.4.2. Reality
4.8.4.3. Options
4.8.4.4. Action
4.8.4.5. OUTCOMES Model
4.8.4.6. Objectives
4.8.4.7. Reasons
4.8.4.8. Acting from Now
4.8.4.9. Clarifying the Difference
4.8.4.10. Generating Options
4.8.4.11. Motivating to action
4.8.4.12. Enthusiasm and Incentives
4.8.4.13. Support
4.8.5. ACHIEVES Model
4.8.5.1. Asess Curre and Situation
4.8.5.2. Create Brainstorming of Alternatives
4.8.5.3. Hone Goals
4.8.5.4. Initiate Options
4.8.5.5. Assess Options
4.8.5.6. Validate Action Program
4.8.5.7. Entourage Momentum

4.9. Coactive Coaching
4.9.1. Fundamentals of Coactive Coaching
4.9.2. The Coactive Coaching Model
4.9.3. The Coactive Coaching Relationship
4.9.4. Contexts
4.9.4.1. Listening
4.9.4.2. Intuition
4.9.4.3. Curiosity
4.9.4.4. Pushing and Deepening
4.9.5. Self-Management
4.9.5.1. Principles and Practices
4.9.5.2. Fullness
4.9.5.3. Process
4.9.5.4. Balance
4.9.5.5. Combining

4.10. Coaching as a tool for the development of Groups, Companies and Communities
4.10.1. Current Challenges for Companies and Institutions
4.10.2. Organizational Coaching
4.10.3. Company Objectives
4.10.4. Coaching Services for Companies
4.10.4.1. Executive
4.10.4.2. Specific Training Programs
4.10.4.3. Shadow Coaching
4.10.4.4. Group Coaching
4.10.4.5. (Systemic) Team Coaching

4.10.5. Psychometric Diagnostic Tools
- 4.10.5.1. Motivation and Values
- 4.10.5.2. Psychometric Diagnostic Tools
- 4.10.5.3. MBTI
- 4.10.5.4. FIRO-B
- 4.10.5.5. Feedback 360
- 4.10.5.6. DISC
- 4.10.5.7. Belbin
- 4.10.5.8. Systems and Communities Evolution
- 4.10.5.9. Change and Innovation through Coaching
- 4.10.5.10. Basic Coaching Tools
  - 4.10.5.10.1. Personal Life Wheel
  - 4.10.5.10.2. Teaching Wheel
  - 4.10.5.10.3. Student Wheel
  - 4.10.5.10.4. Personal SWOT Analysis
  - 4.10.5.10.5. Johari Window
  - 4.10.5.10.6. The GROW Model
  - 4.10.5.10.7. Circle of Control, Influence, and Concern
  - 4.10.5.10.8. Head, Heart, Belly
  - 4.10.5.10.9. VAK

Module 5. Organizational Behavior

5.1. Organizational Structure
5.2. Organizational Culture
- 5.2.1. Values and Organizational Culture
- 5.2.2. Key Components for Change in Organizations
- 5.2.3. The Evolution of Scientific Thought and the Organization as a System
- 5.2.4. Culture and Transformation

5.3. Organization Management
- 5.3.1. Levels and Managerial Qualities
- 5.3.2. The Function of Planning and Organization
- 5.3.3. The Function of Management and Control
- 5.3.4. The New Role of the HR Manager.

5.4. Behavior and Organizational Changes
5.5. People in Organizations
  5.5.1. Quality of Work Life and Psychological Well Being
  5.5.2. Work Teams and Meeting Management
  5.5.3. Coaching and Team Management
5.6. Organizational Structure.
  5.6.1. Main Coordination Mechanisms
  5.6.2. Departments and Organization Charts
  5.6.3. Authority and Responsibility
  5.6.4. Empowerment
5.7. Knowledge Management
5.8. Power and Politics
  5.8.1. Power within Organizations
  5.8.2. Structural Power Sources
  5.8.3. Political Tactics

Module 6. Power and Leadership

6.1. We all Manipulate
  6.1.1. Justification
  6.1.2. Approaching the Meaning of Manipulating
  6.1.3. Emotional Manipulation
  6.1.4. Other Reasons for Manipulation
  6.1.5. The Process of Emotional Manipulation
  6.1.6. Manipulators' Strategies
6.2. The Roles in the Power Struggle
  6.2.1. Justification
  6.2.2. The Roles of a Power Struggle
  6.2.3. The Oppressor
  6.2.4. Aggression is the Weapon
  6.2.5. Aggression Models
  6.2.6. Governing Through Aggression
  6.2.7. The Victim or Victimhood
  6.2.8. Crying as a Form of Manipulation
  6.2.9. What Are People Who Disguise Themselves as Victims Like?
  6.2.10. Governing Through Victimhood
  6.2.11. The Carer
  6.2.13. Misunderstood Gratitude
  6.2.14. Governing Through Care
  6.2.15. The Validator or Invalidator
  6.2.16. You Answer to Me
  6.2.17. Governing Through the Invalidator
  6.2.18. The Information Manager
  6.2.19. Everything Goes Through Me
  6.2.20. Governing from the Information Manager's Perspective
6.3. The Power
  6.3.1. Justification
  6.3.2. What is Power?
  6.3.3. Wars throughout History
  6.3.4. The Vision of Power Through History According to Michael Foucault
  6.3.5. The Desire for Power
  6.3.6. Types of Power
  6.3.7. Finding Solutions
  6.3.8. Negotiation Techniques
  6.3.9. Characteristics and Purpose of Educational Negotiation
  6.3.10. Strengths and Weaknesses of Negotiation in a School Setting
6.4. Focus the Search on What I Can Do
  6.4.1. Justification
  6.4.2. On the Ego
  6.4.3. Our Definition of Ego as a Driving Force
  6.4.4. Strategies to Escape the Power Struggle from your Healthy Ego (ME) in Capital Letters
  6.4.5. Honestly Seeking Solutions to the Power Struggle
  6.4.6. Searching for the Conflict's Underlying Relational Tendency in Order to Escape the Power Struggle

Module 7. Conflict and Negotiation

7.1. Conflict and Negotiation
- 7.1.1. Introduction. The Definition of Conflict
- 7.1.2. Types of Conflict
- 7.1.3. Functionality and Dysfunctionality in Conflict
- 7.1.4. Models of Conflict
- 7.1.5. Bibliographical References

7.2. Conflict Aggression and Violence
- 7.2.1. Aggression: Basic Concepts
- 7.2.2. Theories on Aggression
- 7.2.3. Some Additional Factors that Influence Aggression
- 7.2.4. A General Model of Aggression
- 7.2.5. Bibliographical References

7.3. Sociological Analysis of Conflict
- 7.3.1. Introduction
- 7.3.2. The Functionalist Perspective of Conflict
- 7.3.3. Marxist Theory
- 7.3.4. The Sociology of Conflict
- 7.3.5. Bibliographical References

7.4. The Psychosocial Perspective in the Analysis of Conflict
- 7.4.1. Realist Conflict Theory
- 7.4.2. Social Identity Theory
- 7.4.3. The Theory of Relative Deprivation
- 7.4.4. Formal Theories
- 7.4.5. Studies on Power
- 7.4.6. Bibliographical References

7.5. The Psychosocial Processes Involved in Conflict
- 7.5.1. Cognitive Processes Related to Conflict
- 7.5.2. Group Dynamics in Conflict
- 7.5.3. An Integrative Model of Conflict
- 7.5.4. Bibliographical References

7.6. Conflict Management: Introduction
- 7.6.1. Conflict Management Methods
- 7.6.2. New Paradigms in Conflict Management
- 7.6.3. Bibliographical References

7.7. Conflict Management: Negotiation I
- 7.7.1. Conditions for Negotiation
- 7.7.2. Preparing Negotiation
- 7.7.3. Bibliographical References

7.8. Conflict Management: Negotiation II
- 7.8.1. Negotiation Strategies and Tactics
- 7.8.2. Cooperative Tactics: Concessions and Accommodation
- 7.8.3. Coercive Tactics
- 7.8.4. Problem Solving and Coming Up with Integrative Proposals
- 7.8.5. Closing the Negotiation
- 7.8.6. Bibliographical References

7.9. Conflict Management: Mediation I
- 7.9.1. Concepts and Definitions
- 7.9.2. Principles and Objectives
- 7.9.3. Mediation Phases
- 7.9.4. Models of Mediation
- 7.9.5. Bibliographical References

7.10. Conflict Management: Mediation II
- 7.10.1. Introduction: An Integrative Model
- 7.10.2. Transformative Mediation and Settlement Mediation
- 7.10.3. Objectives, Strategies and Transformative Techniques
- 7.10.4. Objectives, Strategies and Techniques for Agreement
- 7.10.5. Bibliographical References

7.11. Cooperation, Extraordinary Goals and Peace Education
- 7.11.1. Cooperation and Extraordinary Goals: Theoretical Bases, Conditions and Forms of Application
- 7.11.2. Peace Education: Theoretical Bases, Examples and Applications
- 7.11.3. Bibliographical References

7.12. Armed Conflict Management
- 7.12.1. Perspectives on Conflicts
- 7.12.2. Ways of Dealing with Armed Conflicts
- 7.12.3. Phase Sequence in Armed Conflict Management
- 7.12.4. Bibliographical References

Module 8. Social and Community Intervention

8.1. Social Intervention
- 8.1.1. The Historical Background of Social Intervention
- 8.1.2. Fundamentals of Social and Community Intervention
- 8.1.3. Areas of Action

8.2. Intervention Programs
- 8.2.1. Program Objectives
- 8.2.2. Population Characteristics
- 8.2.3. Detecting Population Needs
- 8.2.4. Program Design

8.3. Patient-directed Intervention
- 8.3.1. Patient-Centered vs. Disease-Centered Intervention
- 8.3.2. Psychological Approach to Chronicity
- 8.3.3. Patient-Centered Program Design
- 8.3.4. Intervention in Chronic Patients

8.4. Psychosocial Intervention in Situations of Poverty.
- 8.4.1. Factors that Determine the Risk of Exclusion
- 8.4.2. Risk Groups and Characteristics
- 8.4.3. Intervention with Minors at Risk of Exclusion
- 8.4.4. Psychological Effects of Exclusion

8.5. Intervention in Political Violence
- 8.5.1. Political and Gender Violence
- 8.5.2. Protocol for Dealing with Political Violence
- 8.5.3. Psychological Impact of Political Violence
- 8.5.4. Intervention Design and Characteristics

8.6. Program Implementation
- 8.6.1. The Need to Consider the Design
- 8.6.2. Types of Programs Based on Population
- 8.6.3. Mandatory Program Features
- 8.6.4. Program Implementation Methods

8.7. Implementing a Drug Program
- 8.7.1. Psychology and Addictive Behavior
- 8.7.2. Risk Factors in Addictive Behavior
- 8.7.3. Programs with Drug Addicts

8.8. Cases of Vulnerability
- 8.8.1. Determination of Psychosocial Vulnerability
- 8.8.2. Psychosocial Risk and Vulnerability
- 8.8.3. Programs Aimed at the Vulnerable Population
- 8.8.4. Risk, Coping, Resilience, Stress and Attachment
- 8.8.5. Psychosocial Support in Times of Crisis

8.9. Program Evaluation
- 8.9.1. Program Types
- 8.9.2. Standards and Evaluation Criteria (Be vs. Should Be)
- 8.9.3. Monitoring Assessment Programs
- 8.9.4. Measuring Impacts

8.10. Programs with Immigrants
- 8.10.1. The Migratory Phenomenon in the 21st Century
- 8.10.2. Causes for Migration (Economic, Physical and Psychological)
- 8.10.3. Features of Immigrant Programs
- 8.10.4. Intervention with Immigrants

Module 9. Legal Psychology

9.1. Legal Psychology
- 9.1.1. What is Legal Psychology?
- 9.1.2. Act and Legal Fact
- 9.1.3. The Union: Psychology and Law
- 9.1.4. Action Nuclei
- 9.1.5. Praxis and Deontology

9.2. An Expert Report
- 9.2.1. What is an Expert Report?
- 9.2.2. Report Types According to Scenarios
- 9.2.3. Sections of the Report
- 9.2.4. Writing the Report

9.3. Psychological Assessment
- 9.3.1. Expert Witness and Expert Assessment
- 9.3.2. Stages of Forensic Psychological Expertise
- 9.3.3. Scenarios for Psychological Assessment
- 9.3.4. The Interview

9.4. Criminal Proceedings
- 9.4.1. The Parties to Criminal Proceedings
- 9.4.2. Imputability vs. Psychological Unimputability
- 9.4.3. Causes of Psychological Unimputability

9.5. The Civil Procedure
- 9.5.1. Civil and Family Law
- 9.5.2. Role in Guardianship and Custody
- 9.5.3. Role in Adoption and Guardianship
- 9.5.4. The Psychological Effects of Divorce

9.6. Work Setting
- 9.6.1. Determining Partial Psychological Disability
- 9.6.2. Determining Total Psychological Disability
- 9.6.3. Psychological Effects of the Nature of Work
- 9.6.4. Psychological Effects of Mobbing

9.7. Children in Legal Proceedings
- 9.7.1. What is Juvenile Delinquency?
- 9.7.2. Psychological Theories Explaining Juvenile Delinquency
- 9.7.3. Juvenile Delinquency Risk Factors
- 9.7.4. The Law and Juvenile Offenders

9.8. Mediation
- 9.8.1. The Concept of Conflict
- 9.8.2. Alternative Non-judicial Solutions
- 9.8.3. Mediation Theories
- 9.8.4. Technique in Mediation
- 9.8.5. Mediation Processes

9.9. Victimology
- 9.9.1. Psychological Approach
- 9.9.2. Who is the Victim?
- 9.9.3. Types of Victim
- 9.9.4. Victim vs. Perpetrator
- 9.9.5. The Role of Psychology

9.10. Correctional Psychology
- 9.10.1. Crime Theories
- 9.10.2. Risk factors
- 9.10.3. Correctional Assessment
- 9.10.4. Principles of Correctional Intervention
- 9.10.5. Personality and Crime

Module 10. Ethics and Deontology

10.1. The Importance of Ethics and Professional Deontology
- 10.1.1. The Need to Study the Ethical and Bioethical Principles of Psychology.
- 10.1.2. Professional Ethics in Psychology, the Great Absentee
- 10.1.3. Ethics and Deontology in Different Areas

10.2. A Journey Through History: from Philosophy to Professional Deontology
- 10.2.1. The Philosophical Principles of Ethics. Ethics and morals
- 10.2.2. Ethics, Bioethics and Psychoethics
- 10.2.3. The Emergence of Professional Ethics

10.3. Developing Ethical Codes
- 10.3.2. Towards European Integration: Ethics of the European Federation of Psychologists Association (EFPA). The Meta-Code of Ethics

10.4. Professional Ethics in the Different Areas of Psychology
- 10.4.1. Ethical Aspects of Clinical Psychology
- 10.4.2. Ethical Aspects of Forensic Psychology
- 10.4.3. Ethical Aspects of Educational Psychology
- 10.4.4. Ethical Aspects of Work Psychology

10.5. Professional Ethics in Scientific Research in Clinical Psychology
- 10.5.1. Introduction
- 10.5.2. Ethical Aspects of Clinical Research in Psychology: Skills
- 10.5.3. Research Ethics Committees
- 10.5.4. Conclusions

10.6. Risk Benefit Balance
- 10.6.1. Informed Consent
- 10.6.2. Confidentiality
- 10.6.3. Ethical Aspects of Research in Psychology Publication

10.7. Professional Secrecy and Informed Consent
- 10.7.1. Introduction
- 10.7.2. Professional Secrecy and Informed Consent
- 10.7.3. Conclusions

10.8. Malpractice Liability
- 10.8.1. The Functions of Ethics Committees and Disciplinary Regimes
- 10.8.2. Types of Offence and Penalties
- 10.8.3. Conclusions

10.9. Advances in Psychology and Technology. Ethical Considerations
- 10.9.1. Advances in Psychology and Technology
- 10.9.2. Ethical Considerations
- 10.9.3. Conclusions

10.10. Training, Critical Reflection and Supervision for the Improvement of Psychological Practice
- 10.10.1. Introduction
- 10.10.2. Ethics Training Programs
- 10.10.3. Conclusions

Module 11. Human Resources Management

11.1. Strategic Thinking and Systems
- 11.1.1. The Company as a System
- 11.1.2. Strategic Thinking Derived from Corporate Culture
- 11.1.3. The Strategic Approach From a People Management Perspective

11.2. Human Resources (HR. Department Project Planning and Management
- 11.2.1. Keys to the Design and Implementation of a Balanced Scorecard
- 11.2.2. Workforce Sizing and Planning
- 11.2.3. Supporting Operations: Personnel Policies

11.3. Strategic Organizational Design
- 11.3.1. Commercial Partners Model
- 11.3.2. Share Services
- 11.3.3. Outsourcing

11.4. HR Analytics
- 11.4.1. Big Data and Business Intelligence
- 11.4.2. Human Resources Data Analysis and Modeling
- 11.4.3. Design and Development of Human Resources Metrics Measurements

11.5. Strategic Leadership
- 11.5.1. Leadership Models
- 11.5.2. Coaching
- 11.5.3. Mentoring
- 11.5.4. Transformational Leadership

Do not hesitate and bet on a program that will open the doors to a prosperous working future in the field of Psychology applied to the business and organizational environment"

05

Methodology

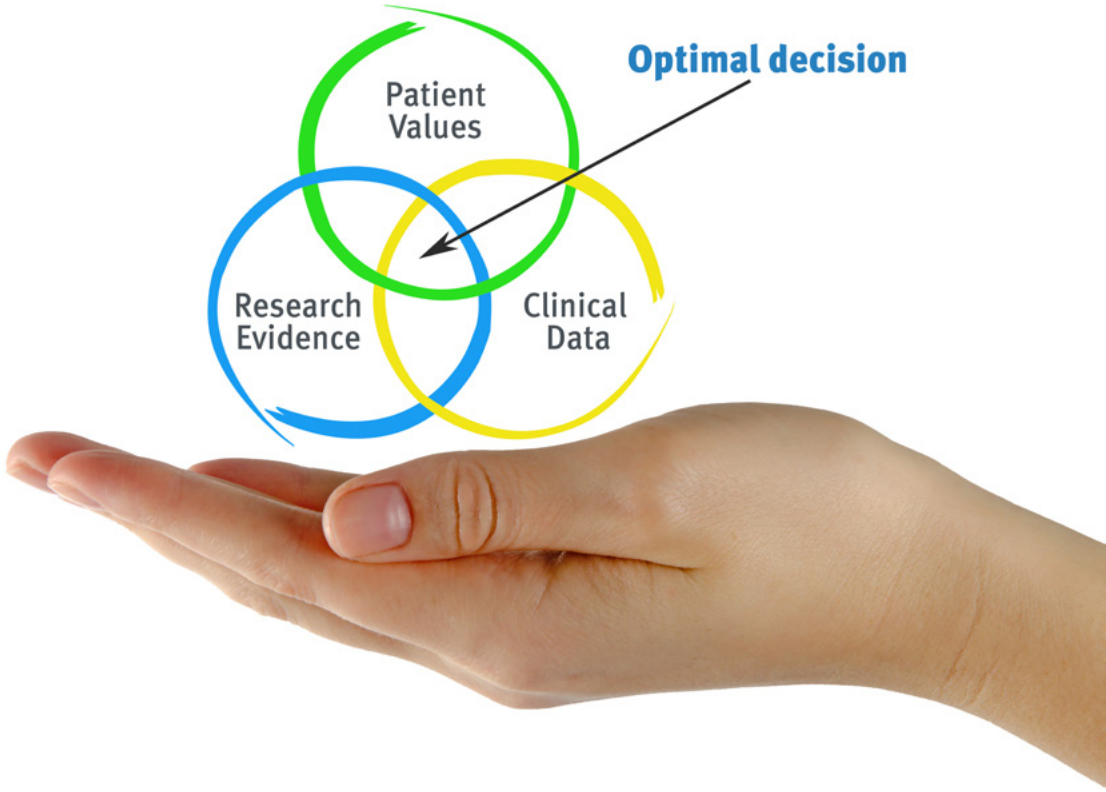
This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** 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:

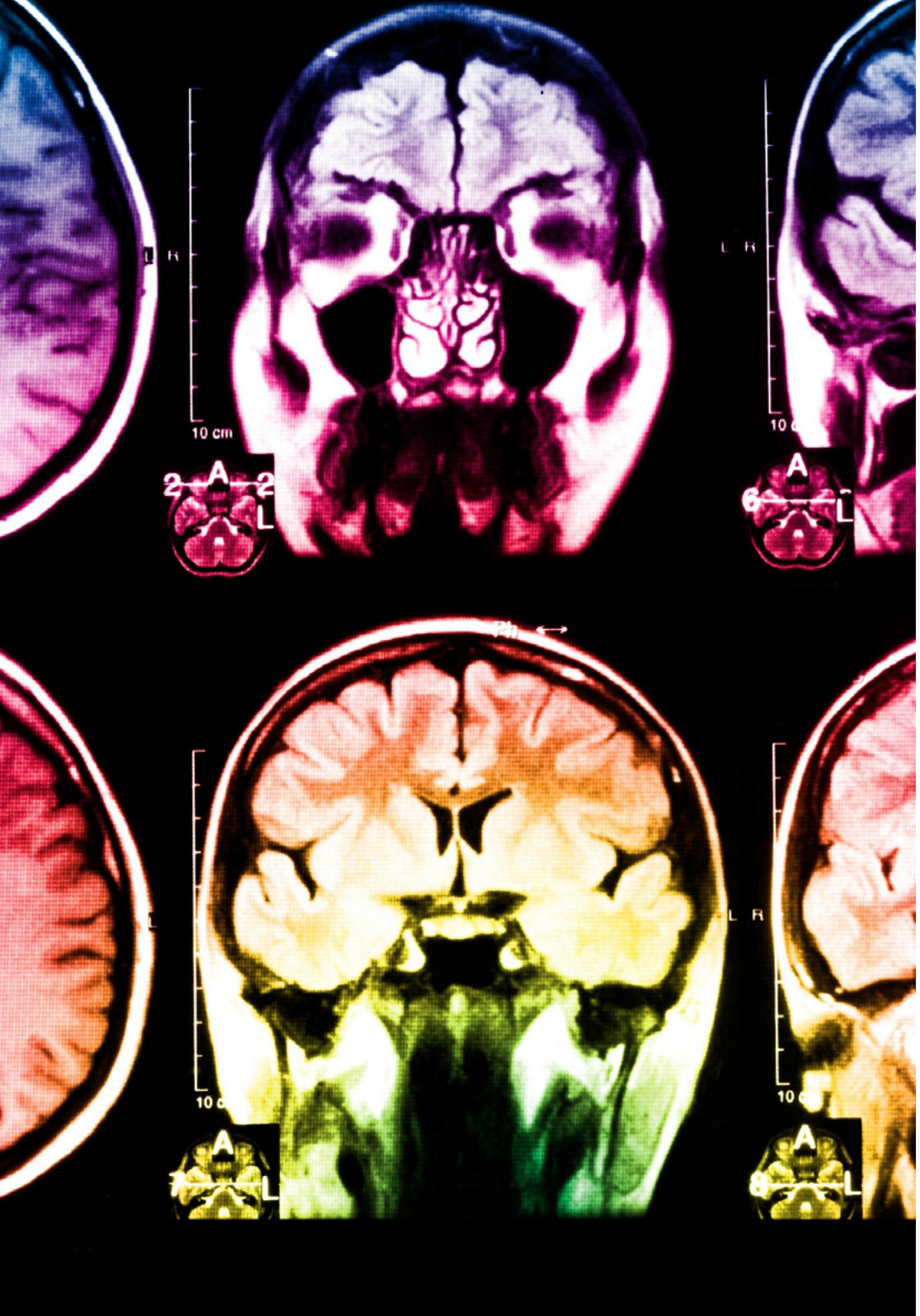
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate 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 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.

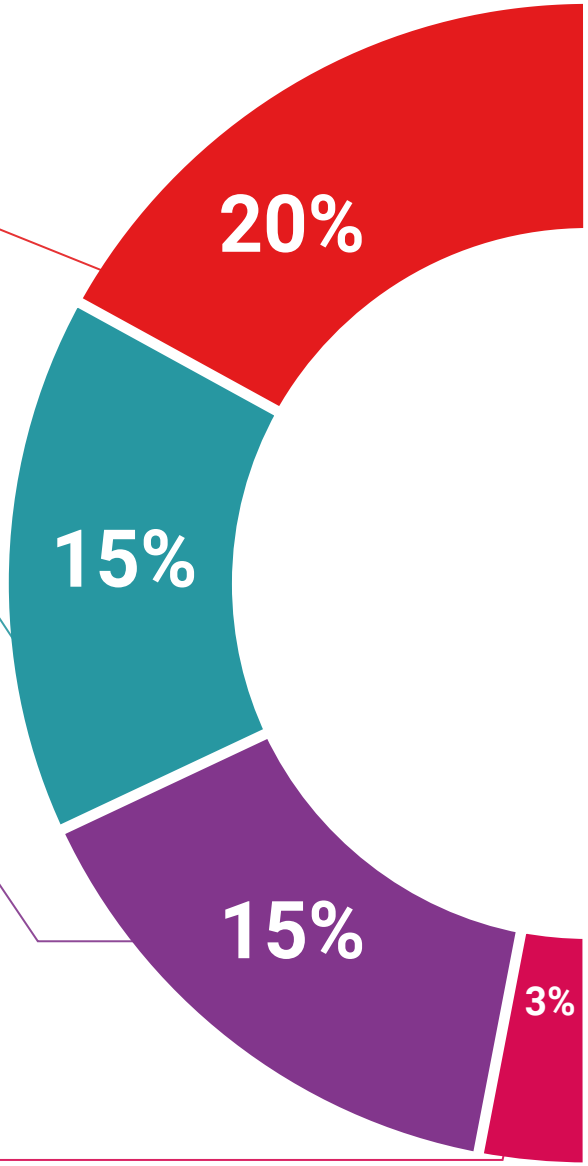
Interactive Summaries

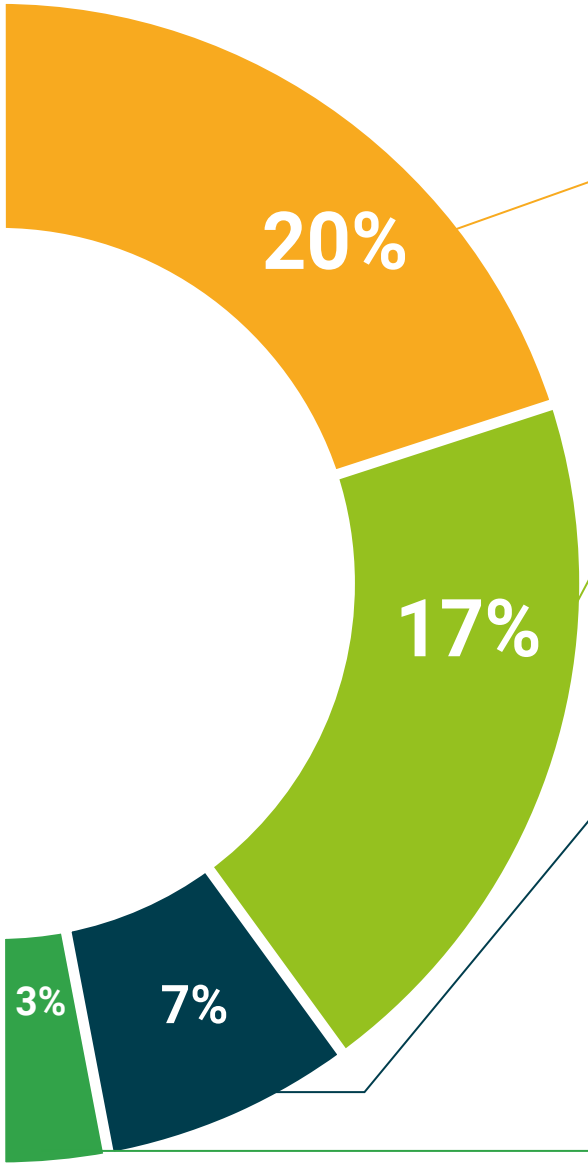
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Professional Master's Degree in Occupational and Organizational Psychology guarantees students, in addition to the most rigorous and up to date education, access to a Professional Master's Degree diploma issued by TECH Global University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This private qualification will allow you to obtain a **Professional Master's Degree diploma in Occupational and Organizational 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 Occupational and Organizational Psychology**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Occupational and Organizational Psychology

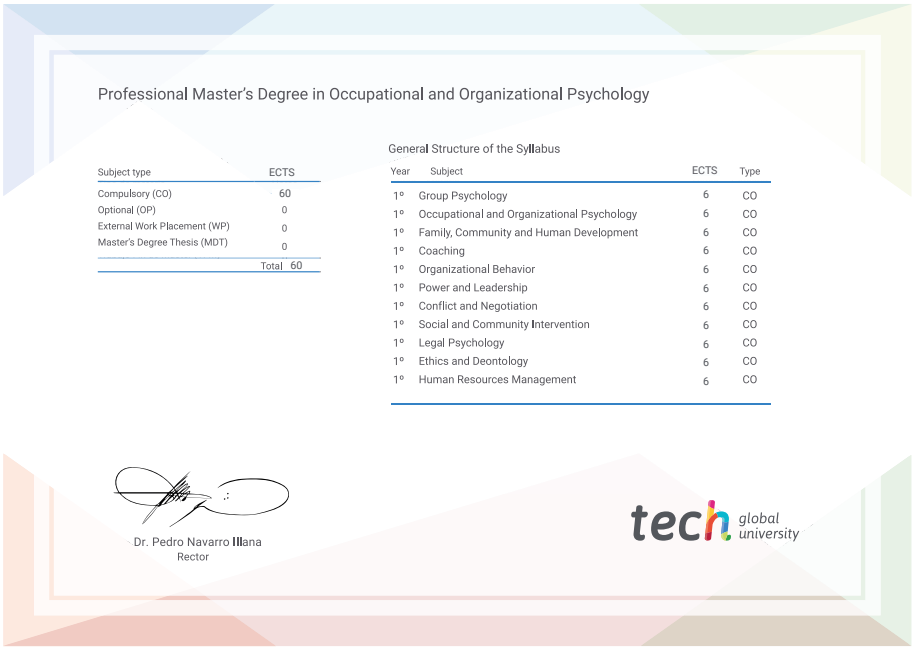
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
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 Occupational and Organizational Psychology

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
Total	60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Group Psychology	6	CO
1º	Occupational and Organizational Psychology	6	CO
1º	Family, Community and Human Development	6	CO
1º	Coaching	6	CO
1º	Organizational Behavior	6	CO
1º	Power and Leadership	6	CO
1º	Conflict and Negotiation	6	CO
1º	Social and Community Intervention	6	CO
1º	Legal Psychology	6	CO
1º	Ethics and Deontology	6	CO
1º	Human Resources Management	6	CO

Dr. Pedro Navarro Illana
Rector

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*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.

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Professional Master's Degree
Occupational and Organizational Psychology
» Modality: online
» Duration: 12 months
» Certificate: TECH Global University
» Schedule: at your own pace
» Exams: online

Professional Master's Degree
Occupational and Organizational Psychology

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