

Professional Master's Degree

Psychological Intervention in Psychosomatic Disorders





Professional Master's Degree Psychological Intervention in Psychosomatic Disorders

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

Website: www.techtute.com/us/psychology/professional-master-degree/master-psychological-intervention-psychosomatic-disorders

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01

Introduction

Muscular pain, exhaustion, migraines or digestive disorders are examples of derived psychosomatic disorders, sometimes from stress or anxiety. In a highly competitive society, living in a fast-paced world, the number of patients with this type of mental health disease is increasing. Given this context, psychologists must be aware of the advances in psychological intervention therapies that can redirect the patient behavior. That is why this academic institution has designed a 100% online university program, which will provide professionals with the advances in intervention regarding time-limited psychotherapy, pharmacology, as well as the different diagnostic criteria in communication disorders. Psychologists will have the most innovative educational material at their disposal.



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Thanks to this Professional Master's Degree you will be up to date with the advances that have been made in Psychological Interventions in Psychosomatic Disorders”

The patient's personality, external social factors or hereditary factors are some of the psychology points to be taken into account by professionals when establishing accurate diagnoses of patients who come to the office. A basis of analysis, which, in turn, requires firmly grasping the characteristics of psychosomatic disorders, their causes, and, of course, the various therapies available.

What is more, this emergence of new therapies and techniques necessarily leads to professionals being constantly interested in keep up to date in the specialty. Therefore, this Professional Master's Degree offers the most up-to-date content on how to manage patients with psychosomatic disorders, the psychosomatic clinical practice in gynecological, obstetric and neurological disorders, and time-limited psychotherapy.

A program that will allow professionals to expand their knowledge in a much more dynamic and visual way thanks to the multimedia content developed by a teaching team specialized in psychology, and who have extensive experience in treating this type of patients. Furthermore, the clinical cases provided by these experts will facilitate the psychologist's approach to situations that they may encounter in daily practice.

All this, in a university program taught exclusively online, where students can conveniently access the content wherever and whenever suits them best. Students will only need a computer, tablet or cell phone to access the content of this Professional Master's Degree. There will be no in-person classes or fixed schedules, which will allow students to balance a quality education with the most demanding responsibilities.

This **Professional Master's Degree in Psychological Intervention in Psychosomatic Disorders** contains the most complete and up-to-date program on the market. Its most notable features are:

- ♦ Case studies presented by experts in Psychological Intervention in Psychosomatic Disorders
- ♦ 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
- ♦ 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



This program will give you the keys to the most effective therapies to reduce and eliminate the causes of psychosomatic disorders in your patients”

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Over the course of 12 months, you will have updated your knowledge about the most effective therapies for psychosomatic patients and the psychosocial aspects that influence them”

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.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an 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.

The multimedia content on the program will enable you to delve into cognitive restructuring, conflict resolution and exposure therapy.

A library of resources is available to help you keep up with the different ways psychosomatic conditions manifest themselves.



02

Objectives

The syllabus for this Professional Master's Degree has been created with the primary objective of offering professionals the latest information on the different existing therapies and methods of intervention in patients with psychosomatic disorders. As a result, after completing the program, students will have updated their knowledge on pharmacological intervention, neurodevelopmental disorders and Gestalt applications in patients with this mental health disease.





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This program will take you through the most relevant research into psychosomatic disorders”



General Objectives

- ♦ Explain the relation between psychic conflict and its psychosomatic expression
- ♦ Train as a specialist in to identify the aspects of the psyche that do not allow emotional expression by psychological means
- ♦ Recognize the natural stressors that affect the different systems that make up our organism
- ♦ Compare the behavior of bodily disorders the basic patient conflicts
- ♦ Train as part of a multidisciplinary team with the ability to intervene and improve psychosomatic disorders
- ♦ Explain the biochemical functioning of the affected system, as well as the antidotes for improvement

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Get the knowledge update you were looking for with a program that you can conveniently access at any time”





Specific Objectives

Module 1. Fundamentals of Psychosomatic Medicine

- ♦ Manage psychosomatic clinical features and their relation to patients' emotional system
- ♦ Describe all the research done in the last twenty years

Module 2. Clinical Practice in Psychosomatic Disorders

- ♦ Achieve greater diagnostic accuracy by performing psychosomatic and psychological equivalents
- ♦ Discern between the relationships of the nervous, endocrine and immune systems
- ♦ Identify technology that is effective in the improvement of psychosomatic disorders
- ♦ Develop joint protocols with other specialists

Module 3. Psychosomatic Clinic of Gynecological, Obstetric and Neurological Disorders

- ♦ Differentiate intervention according to the system affected
- ♦ Manage the differential characteristics the same psychosomatic disorder presents, and find similar intervention modalities for different disorders
- ♦ Incorporate psychological activity at the epicenter of psychosomatic pathology

Module 4. Psychological Intervention in Psychosomatic Disorders Using Gestalt

- ♦ Identify the symptom as a messenger rather than as the therapeutic target
- ♦ Implement metaphor and analogy together with clinical hypnosis in the intervention process
- ♦ Implement techniques that connect with the pathological expression of the organism

Module 5. Psychological Intervention in Psychosomatic Disorders Using the Cognitive-Behavioral Model

- ♦ Develop active listening skills, obtaining non-verbal information from patients
- ♦ Learn different relaxation techniques as a measure against stress

Module 6. Definition for Time-Limited Psychotherapy

- ♦ Define the basics of time-limited psychotherapy
- ♦ Achieve an anamnesis of the psychosomatic disorder
- ♦ Identify the current psychosomatic disorder in the subject's biography

Module 7. Pharmacological Intervention in Psychosomatic Disorders

- ♦ Deploy interventions that do not require cognitive activity
- ♦ Control psychosocial stressors that unbalance the affected system

Module 8. Neurodevelopmental Disorders II: Communication Disorders and Learning Difficulties

- ♦ Describe the relation between the affected organ and the patient's personality
- ♦ Understand and manage psychic symbolism and its impact on the psychosomatic disorder
- ♦ Develop interventions derived from hypochondriacal considerations on the subject

03 Skills

This Professional Master's Degree allows professionals to broaden their competencies and skills in psychological intervention in patients suffering from Psychosomatic Disorders. For this purpose, our teaching teams has devised a specialized direction to provide students with the most used techniques for the assessment, diagnosis and intervention of patients according to the different existing psychotherapies.



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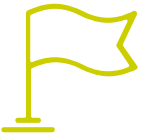
This Professional Master's Degree will enable you to enhance your skills in the identification of psychosomatic expression with rigorous scientific criteria”



General Skills

- ◆ Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team
- ◆ Recognize the need to maintain your professional skills and keep them up to date, with special emphasis on autonomous and continuous learning of new information
- ◆ Develop the capacity for critical analysis and research in your professional field





Specific Skills

- ♦ Identify the linking mechanisms between the soma and the psyche
- ♦ Differentiate disease from somatic conversions and functional symptoms of the affected organ
- ♦ Explain the global concept of health psychology
- ♦ Manage the previous and current theories on alexithymia construct
- ♦ Master the specific and general aspects of psychosomatic patients
- ♦ Analyze the components of psychosomatic illness and the characteristics of its expression
- ♦ Evaluate the process and dynamics of each psychosomatic disorder within the particularities of each patient
- ♦ Identify the different ways in which psychosomatic conditions can present themselves
- ♦ Evaluate and analyze the common stressors of psychosomatic disorders
- ♦ Describe the influence of the personality factor in psychosomatic symptoms
- ♦ Develop theories on the psychosocial aspects of psychosomatic disorders
- ♦ Identify the processes of emigration, overlapping and compensation in psychosomatic patients
- ♦ Develop intervention models that influence neurophysiological, neuroendocrine, immunological mechanisms with psychological technology
- ♦ Manage the approach to psychosomatic clinics
- ♦ Develop a unique bond based on respect and trust with patients
- ♦ Manage Lipowsky's basic postulates
- ♦ Manage the body-mind relationship in order to identify psychosomatic expressions with rigorous scientific criteria
- ♦ Differentiate in each patient the emotional equivalence of the psychosomatic disorder to offer effective treatment
- ♦ Develop intervention protocols adapted to multidisciplinary work for patient improvement
- ♦ Compare intervention models by choosing a form of intervention for each patient tailored to the specific problem
- ♦ Interpret the mechanisms of psychological assessment to identify the pathology and design treatment tailored to the patient
- ♦ Implement systemic tools to recognize the stressors within the subject's living environment that prove a threat
- ♦ Interpret the patient's symptomatology to obtain a biographical script to work on the factors of the patient's psychological conflict
- ♦ Differentiate the particularities of each patient for effectiveness, even if the disorder is the same through individualized analysis
- ♦ Eclectically consider current knowledge to minimize execution errors in interactions where the subject actively participates
- ♦ Explain to patients the mechanisms that make them suffer from their disorder in order to neutralize them so patients can manage their own lives
- ♦ Propose intervention objectives under the indicators of time-limited psychotherapy
- ♦ Describe and manage the psychosomatic manifestations of cardiovascular, respiratory, gynecological, digestive, dermatological, dental medicine, neurological, neoplastic, chronic, and surgical intervention disorders
- ♦ Explain the positive and negative effects of tricyclic and tetracyclic antidepressants, and Monoamine Oxidase Inhibitors in psychosomatic disorders
- ♦ Describe the incidence of Selective Serotonin Reuptake Inhibitors psychosomatic conditions

04

Course Management

An extensively experienced teaching team specialized in Psychology and the approach to patients with psychosomatic disorders has been involved in elaborating syllabus for this program. Their extensive knowledge is reflected in this Professional Master's Degree to offer psychologists the most updated learning in the field. Thanks to its proximity, students will also be able to resolve any questions that may arise about the content of this 100% online program.



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TECH has assembled a specialized teaching team that has experience in dealing with patients with psychosomatic disorders”

Management



Aguado Romo, Roberto

- ◆ President of the European Institute of Time-Limited Psychotherapy
- ◆ Psychologist specializing in Clinical Psychology
- ◆ European specialist in Psychotherapy from the EFPA
- ◆ Director of the Evaluation and Psychotherapy Center of Talavera, Bilbao and Madrid
- ◆ Director of the scientific journal Sinapsis
- ◆ Master's Degree in Clinical and Health Psychology, Spanish Society of Psychosomatic Medicine and Health Psychology



Professors

Gandarias White, 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. Martínez Lorca, Manuela

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

Fernández Sánchez, Angel

- ◆ Director of the Evaluation and Psychotherapy Center of Madrid
- ◆ Health Psychologist
- ◆ European specialist psychologist in Psychotherapy from the EFPA
- ◆ Master's Degree in Clinical and Health Psychology
- ◆ Author of the TEN technique
- ◆ Specialist in Clinical Hypnosis and Relaxation

05

Structure and Content

TECH uses the Relearning system for all of its programs, which allows students to advance through the syllabus in a more natural way. Psychology professionals will expand their knowledge in a much more streamlined way through the different assessment techniques for psychosomatic disorders, the management of bonding in this type of patients, the medication used or the diagnostic criteria for language, phonological or social communication disorders. All this will be complemented by specialized readings, video summaries and interactive outlines.



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A curriculum that will allow you to expand your knowledge of time-limited therapy or Gestalt”

Module 1. Fundamentals of Psychosomatic Medicine

- 1.1. The Soma-Psyche Unit
- 1.2. Functional Symptom, Conversion and Disease
 - 1.2.1. Psychosomatic Orientation in Psychology
 - 1.2.2. Liaison Psychology
- 1.3. Resurgence of a New Discipline: Health Psychology
 - 1.3.1. Disciplinary Delimitation
- 1.4. The Alexithymia Construct
 - 1.4.1. Historical Review of the Concept
 - 1.4.2. Features
 - 1.4.3. Etiological Hypotheses
 - 1.4.4. Assessment
 - 1.4.5. Processing Emotional Stimuli in Alexithymia
- 1.5. Psychosomatic Patients
 - 1.5.1. Psychosomatic Disease: Components and Characteristics
 - 1.5.2. Psychosomatic Disease: Processes and Dynamics
 - 1.5.3. Psychosomatic Disorder Manifestations
- 1.6. Stress and Psychosomatic Disorders
- 1.7. Personality and Psychosomatics
- 1.8. Psychosocial Aspects of Psychosomatic Disorders
- 1.9. Psychosomatic Processes: A Defense Mechanism for Integrity?
- 1.10. Intermediate Neurophysiological, Neuroendocrine, Immunological and Psychic Mechanisms



Module 2. Clinical Practice in Psychosomatic Disorders

- 2.1. Approach to Psychosomatic Disorders
 - 2.1.1. Managing Bonding in Psychosomatic Patients
- 2.2. Intervention Objectives Set by Time-Limited Psychotherapy
- 2.3. Assessing Psychosomatic Disorders
 - 2.3.1. Active Interview
 - 2.3.2. The Hypnotic State Assessment Questionnaire (HSAQ)
- 2.4. Self-Recording Conscious Emotional Bonding
- 2.5. K.A.V.-103 Questionnaire
- 2.6. Logotype Test
- 2.7. Rorschach Test
- 2.8. Max Lüscher Color Test
- 2.9. Cardiovascular
 - 2.9.1. Hypertension and Arterial Hypotension
 - 2.9.2. Personality Profiles Common to Cardiovascular Disorders
 - 2.9.3. Ischemic Heart Disease
 - 2.9.3.1. Angina Pectoris
 - 2.9.3.2. Acute Myocardial Infarction
 - 2.9.3.3. Cardiac Arrhythmias
- 2.10. Respiratory Function
 - 2.10.1. Bronchial Asthma
 - 2.10.2. Tobacco Use
- 2.11. Digestive Tract
 - 2.11.1. Vomiting
 - 2.11.2. Gastroduodenal Ulcer
 - 2.11.3. Diarrhea
 - 2.11.4. Spasmodic Colitis (Irritable Colon)
 - 2.11.5. Ulcerative Colitis and Crohn's Disease
 - 2.11.6. Liver and Bladder Pathology

Module 3. Psychosomatic Clinic Practice in Gynecological, Obstetric and Neurological Disorders

- 3.1. Introduction to Psychosomatic Obstetrics and Gynecology
- 3.2. Menstrual Cycle Disorders
 - 3.2.1. Dysmenorrhea
 - 3.2.2. Psychogenic Amenorrhea
 - 3.2.3. Nervous Pregnancy (False Pregnancy)
 - 3.2.4. Premenstrual Dysphoric Disorder (PMDD)
- 3.3. Menopause
 - 3.3.1. Common Psychiatric Disorders in Menopause
- 3.4. Reproductive Function Disorders
 - 3.4.1. Pregnancy Psychosomatics
 - 3.4.2. Suspension of Pregnancy
 - 3.4.3. Postpartum Depression
- 3.5. Pain Disorders in Gynecology
 - 3.5.1. Pelvic Pain
 - 3.5.2. Perineal Pain
 - 3.5.3. Dyspareunia and Vaginismus
- 3.6. Sterility and Insemination Techniques
- 3.7. Mastectomy and Hysterectomy
- 3.8. Painless Childbirth
- 3.9. Cesarean Section
- 3.10. Introduction to Neurological Psychosomatics
- 3.11. Gilles de la Tourette's Syndrome
- 3.12. Tics
- 3.13. Stuttering
 - 3.13.1. Division of Sounds into Groups
 - 3.13.2. Stuttering in Specific Sounds
 - 3.13.3. Dysphemics
 - 3.13.4. Treatment for Stuttering
 - 3.13.5. Time-Limited Psychotherapy in Dysphemia
- 3.14. Hyperactivity Disorder

- 3.15. Sleep Disorders
 - 3.15.1. Insomnia
 - 3.15.2. Hypersomnia
 - 3.15.3. Narcolepsy
 - 3.15.4. Sleep Apnea Syndrome
 - 3.15.5. Parasomnia
- 3.16. Headache
 - 3.16.1. Classification of Headaches
 - 3.16.2. Migraine
 - 3.16.3. Tension Headache
 - 3.16.4. Cluster Headache

Module 4. Psychological Intervention in Psychosomatic Disorders Using Gestalt Therapy

- 4.1. Suppressive Techniques
 - 4.1.1. Experiencing Nothingness
 - 4.1.2. Making Sterile Emptiness become Fertile Emptiness
 - 4.1.3. Avoiding "Talking about" and Encouraging Living
- 4.2. Detecting the "Shoulds"
- 4.3. Detecting "as if" Role Playing
- 4.4. Expressive Techniques
 - 4.4.1. Externalizing the Internal
 - 4.4.2. Expressing the Unexpressed
 - 4.4.3. Completing or Complementing Expression
 - 4.4.3.1. Role-Playing Games
 - 4.4.3.2. Working on Problems in an Imaginary Way
 - 4.4.3.3. Reviving Situations in a Healthy Way
- 4.5. Look for the Direction to Make the Direct Expression
 - 4.5.1. Continuous Repetition
 - 4.5.2. Exaggeration and Development
 - 4.5.3. Translation: Expressing What Is Done Using Words
- 4.6. Confronting Oneself
 - 4.6.1. Taking on Responsibility
 - 4.6.2. Allowing Fears to Surface
 - 4.6.3. Getting People to Express Their Feelings
- 4.7. Action and Identification
 - 4.7.1. Acting out Feelings and Emotions
- 4.8. Integrative Techniques
 - 4.8.1. Incorporate or Re-Integrate Aligned Parts
 - 4.8.2. Intrapersonal Encounter
 - 4.8.3. Dialog between "I Should" and "I Want"
 - 4.8.4. Projection Assimilation Living the Projection as One's Own
- 4.9. Dreams in Gestalt Therapy
 - 4.9.1. Living the Dream, Not Explaining It
 - 4.9.2. Types of Dreams in Gestalt Psychology
- 4.10. Defense Mechanisms in Gestalt Psychology
- 4.11. Facilitating Internal and External Contact
- 4.12. Self-Regulation of the Organism
 - 4.12.1. Desensitization
 - 4.12.2. Projection
 - 4.12.3. Introjection
 - 4.12.4. Retroreflection
 - 4.12.5. Deflection
 - 4.12.6. Confluence
 - 4.12.7. Fixation
 - 4.12.8. Retention



Module 5. Psychological Intervention in Psychosomatic Disorders Using the Cognitive-Behavioral Model

- 5.1. Cognitive-Behavioral Intervention in Psychosomatic Disorders
 - 5.1.1. What They Think, Do, and Feel
 - 5.1.2. Does Not Focus on the Present
 - 5.1.3. The Patients Hyperactive Role
- 5.2. Psychoeducation
 - 5.2.1. Inform
 - 5.2.2. Possess Knowledge
 - 5.2.3. Incorporate
- 5.3. Relaxation when Stressed
 - 5.3.1. Relaxation in Behavior Therapy
 - 5.3.2. Jacobson's Progressive Relaxation (1901)
 - 5.3.3. Schultz's Autogenous Relaxation (1901)
 - 5.3.4. Creative Relaxation by Dr. Eugenio Herrero (1950)
 - 5.3.5. Chromatic Relaxation by Aguado (1990)
- 5.4. Desensitization in Psychosomatic Disorders
- 5.5. Exposure with Response Prevention
- 5.6. Stress Inoculation
- 5.7. Overcorrection
 - 5.7.1. Undo and Redo
 - 5.7.2. Repeat and Repeat
- 5.8. Time Off
- 5.9. Social Skills Training
- 5.10. Problem Solving
 - 5.10.1. Establishing the Latent Content of the Problem: What Is Going On?
 - 5.10.2. Analyze the Nature of the Problem and the Cause
 - 5.10.3. Conflict Resolution
 - 5.10.3.1. Negotiation
 - 5.10.3.2. Mediation

- 5.11. Cognitive Restructuring
 - 5.11.1. Identifying Inappropriate Thoughts
 - 5.11.2. Assessing and Analyzing Thoughts
 - 5.11.3. Searching for Alternative Thoughts
- 5.12. Cognitive Distractions
 - 5.12.1. Awareness
 - 5.12.2. Stopping Thoughts
 - 5.12.3. Replacing Thoughts
- 5.13. Labeling Cognitive Distortions
- 5.14. Exhibition
 - 5.14.1. Exposure Therapy and Extinction Learning
- 5.15. Techniques to Reduce or Eliminate Behavior. Aversive Techniques
 - 5.15.1. Positive Punishment (or by Application)
 - 5.15.2. Cost of Response
- 5.16. Modeling

Module 6. Definition for Time-Limited Psychotherapy

- 6.1. Basic Fundamentals of Time-Limited Psychotherapy
- 6.2. Identity Marks
 - 6.2.1. Determinant
 - 6.2.2. The Basic Referential Person
 - 6.2.3. Communication
 - 6.2.4. Basic Trust
 - 6.2.5. Intervention Scenario
 - 6.2.6. Regularly Induce Hypnotic States
- 6.3. Background of Time-Limited Psychotherapy
- 6.4. Singular Relationship
- 6.5. A Single Therapist and a Single Patient
 - 6.5.1. Single Intimacy Scenario
- 6.6. Tutor Therapist





- 6.7. The Basis of Interaction
 - 6.7.1. Admiration
 - 6.7.2. Silence
 - 6.7.3. Contemplation
 - 6.7.4. Being Present
- 6.8. Dealing with Relational Aspects
 - 6.8.1. Identifying Emotional Patterns
 - 6.8.2. Discovering the Vital Script
- 6.9. Subject Interaction with the World in the Here and Now
- 6.10. Careful Study of Multilevel Communication between Therapists and Patients
- 6.11. Theoretical Basis
 - 6.11.1. Importance of the Bond in the Therapeutic Process
 - 6.11.2. Conception of Health and Disease in TLP according to the Biopsychosocial Unit
- 6.12. Regulatory Mechanisms
 - 6.12.1. Neurologic
 - 6.12.2. Immunologic
 - 6.12.3. Endocrine
 - 6.12.4. Psychological
- 6.13. Basic Desires and Needs
- 6.14. Autobiographical Memory (The Self)
- 6.15. Study of Micro, Meso and Macro Dynamics
- 6.16. Basic Assumptions
 - 6.16.1. First Assumption
 - 6.16.2. Second Assumption
 - 6.16.3. Third Assumption
- 6.17. Etiological Theory of Psychosomatic Disorders in TLP

- 6.18. Ascending Reticular System
 - 6.18.1. Neurotransmission Activator
 - 6.18.2. Conscious State Activator
 - 6.18.3. Sleep-Wake Cycle Activator
 - 6.18.4. Learning Activator
- 6.19. Brainstem
 - 6.19.1. Neuroanatomy
 - 6.19.2. Functional Aspects
- 6.20. Phases in Time-Limited Psychotherapy
 - 6.20.1. Reciprocal Admiration Phase
 - 6.20.2. Meeting and Marking Phase
 - 6.20.3. Unframing and Displacement Phase
 - 6.20.4. Restoration and Resolution Phase
 - 6.20.5. Therapeutic Turning Point Phase
 - 6.20.6. Contemplation Phase

Module 7. Pharmacological Intervention in Psychosomatic Disorders

- 7.1. Benzodiazepine Medication
 - 7.1.1. Long-Term Action
 - 7.1.2. Immediate Action
 - 7.1.3. Short Term Action
 - 7.1.4. Ultra-Short-Term Action
- 7.2. Antidepressive Drugs
 - 7.2.1. Tricyclics
 - 7.2.2. Tetracyclics
 - 7.2.3. SSRIs
 - 7.2.4. SNRIs
 - 7.2.5. Non-Selective 5-HT Reuptake Inhibitors
 - 7.2.6. NA Reuptake Inhibitors
 - 7.2.7. Antagonists and 5-HT Reuptake Antagonists / Inhibitors
 - 7.2.8. DA-NA Reuptake Inhibitors
 - 7.2.9. Agomelatine
- 7.3. M.A.O.I
- 7.4. Mood Stabilizers
 - 7.4.1. Lithium
 - 7.4.2. Valproic Acid
 - 7.4.3. Carbamazepine
 - 7.4.4. Lamotrigine
 - 7.4.5. Topiramate
 - 7.4.6. Oxacarbazepine
 - 7.4.7. Gabapentin
 - 7.4.8. Vigabatrin
 - 7.4.9. Levetiracetam
- 7.5. Antipsychotic Drugs
- 7.6. Classic Neuroleptics
 - 7.6.1. Haloperidol
 - 7.6.2. Chlorpromazine
 - 7.6.3. Levomepromazine
 - 7.6.4. Fluphenazine
 - 7.6.5. Pipotiazine
 - 7.6.6. Zuclopenthixol
- 7.7. Atypical Neuroleptics
 - 7.7.1. Clozapine
 - 7.7.2. Olanzapine
 - 7.7.3. Risperidone
 - 7.7.4. Quetiapine
 - 7.7.5. Ziprasidone
 - 7.7.6. Aripiprazole



Module 8. Neurodevelopmental Disorders (II): Communication Disorders and Learning Difficulties

- 8.1. Childhood Language Development
- 8.2. Definition and Prevalence
- 8.3. Neurobiological Principles
- 8.4. Neuropsychological Approaches
- 8.5. Classification of Comprehension, Production-Expression and Pronunciation Disorders
- 8.6. Diagnostic Criteria (I): DSM-5: Language Disorder Phonological Disorder
- 8.7. Diagnostic Criteria (II): DSM-5: Childhood-Onset Fluency Disorder (Stuttering)
- 8.8. Social Communication Disorder (Pragmatic)
- 8.9. Diagnostic Criteria (III): Diferential Diagnosis. DSM-5 and CIE-10
- 8.10. Assessment: Assessment Variables and Techniques and Instruments
- 8.11. Psychological and Psycho-Pedagogical Intervention: Intervention Programs



A 100% online program designed for professionals seeking to update their knowledge without neglecting other areas of their lives”

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.

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

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

1. Psychologists who follow this method not only 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 Psychological Intervention in Psychosomatic Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Global University.





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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 Psychological Intervention in Psychosomatic Disorders** 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 Psychological Intervention in Psychosomatic Disorders**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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

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



Professional Master's Degree
Psychological Intervention
in Psychosomatic Disorders

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- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

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