Professional Master's Degree
Research in Psychology

tech global university

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Professional Master's Degree
Research in 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-research-psychology

Index

01

Introduction

The program is aimed at consolidating the knowledge and developing the techniques used in the field of Research in Psychology. This program will prepare you to develop research work in the field of Psychology, based on the most advanced methodologies and techniques. Take advantage of the opportunity and become a researcher with solid and secure foundations through this academic program and the latest educational technology 100% online.

Access the latest methodologies in applied psychology, master the writing of articles or delve into data analysis. Become a research professional in psychology"

The Professional Master's Degree in Research in Psychology understands that the development and improvement of research in the area of psychology requires focusing attention not only on the content to be developed, but also on the different methodologies and techniques used to achieve the objectives set more efficiently. It aims to respond to the whole context that surrounds both the research itself and the field of knowledge in which the research is framed.

Learn the latest methodologies in applied psychology research and advanced data analysis, enhance your search and documentation techniques, improve your writing of scientific articles, this program will allow you to perform at the highest level in research in the area of psychology.

The syllabus of the Professional Master's Degree in Research in Psychology is divided into different sections: the first of which deals with the techniques and methods of applied psychological research and the different applied documentation techniques. It continues with the second section, which focuses on advances in research on psychological development in childhood and on the neuropsychology of attention and memory. Finally, we find the evaluation and intervention in health psychology.

Through this program, you will be able to incorporate the competencies associated with the researcher in psychology through a broad, objective and experiential description of the elements to be applied during their practice. From the most general to the most specific and transversal, analyzing all the stages that make up a piece of research. Research is a fundamental section in any area, since all the existing theoretical content is based on it.

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

- The development of 100 case studies presented by experts in Psychology and Scientific Research
- The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for carrying out research
- News and innovations on research in the different fields of psychology
- Practical exercises where the self-assessment process can be carried out to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Special emphasis on research 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

The researcher who accesses the Professional Master's Degree in Research in Psychology will acquire knowledge in active methodologies"

With this Professional Master's Degree, you will delve into the techniques of bibliographic searches and the writing of scientific articles, so that you will be able to enhance your ability to publish in the field of psychology"

Increase your confidence as a researcher in psychology, updating your knowledge through this Professional Master's Degree.

This Professional Master's Degree marks the difference between a professional with a lot of knowledge and a professional who knows how to apply it in the processes of research and scientific publication.

It includes a very broad teaching staff made up of experts in psychology, who share their work experience in this program, as well as recognized specialists from leading communities and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive program designed to learn in real situations.

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

02

Objectives

This Professional Master's Degree is aimed at researchers in the field of psychology, so that they can acquire the necessary tools to work in the specific field, knowing the latest trends and delving into those issues that make up the forefront of this field of knowledge. Researchers will only be able to carry out their objectives successfully if they are adequately prepared.

This Professional Master's Degree in Research in Psychology will broaden your horizons as a psychologist and will allow you to grow personally and professionally"

General Objective

- Acquire the necessary competences to develop a research activity, which will allow them to raise their methodological and performance level in the field of research in psychology, using the appropriate tools within the research context, which will allow them to grow personally and professionally

Make the most of the opportunity and acquire the tools to enhance your research skills"

Specific Objectives

Module 1. Advanced Techniques of Data Analysis in Applied Psychology

- Know the different techniques of data analysis in applied psychology research: univariate and multivariate analysis and the fundamentals of structural equation models
- Learn about the most relevant advances in the field of test design and analysis in Psychology
- Know the most relevant methodological advances for the analysis of significant change in studies on social, clinical or educational intervention programs
- Adequately analyze and interpret data from different research questions, with the help of specialized software
- Analyze and interpret data from both qualitative and quantitative studies with the help of specialized software

Module 2. Research Methods in Applied Psychology

- Know the basics of the different sampling procedures and their applications in behavioral science research
- Know the fundamentals and basic indicators of the data provided by systematic reviews and meta-analyses
- Know the deontological and ethical foundations of research in applied psychology
- Be able to determine the sample size necessary to carry out a research project in a population
- Know how to plan a research project, identifying and operationalizing the hypotheses
- Know how to correctly select the appropriate measurement instruments, as well as the participating subjects

Module 3. Documentation Techniques and Preparation of Publications in Applied Psychology

- Be able to search for information using the databases of our discipline and other related disciplines
- Know how to adequately select relevant research results in relation to the object of study
- Adequately manage the bibliography through specialized software
- Know the basics of scientific writing style based on the APA standards
- Know the importance of publishing the results obtained in scientific research
- Discriminate the type of journal to which a future publication should be addressed
- Know how to adequately apply scientific criteria in the analysis of published works

Module 4. Emotional Intelligence

- Acquire specialized, up-to-date and scientific knowledge about emotional intelligence applied to the socio-educational field
- Critically discern the different theoretical models that support the term ´emotional intelligence´, as well as the different factors that define it
- Be able to design and develop a research project on emotional intelligence under the principles of the scientific method
- Know the skills related to academic achievement and the tools to favor the development of a good emotional intelligence in the educational and family context

Module 5. Environment, Social Behavior and Education

- Know and understand the psychological models used for the analysis of environmental problems
- Develop a critical conscience in relation to the potential articulation of the fields of research on environmental problems
- Learn about the reciprocal relationships between the individual and the socio-physical environment from the perspective of Environmental Psychology
- Have basic scientific, theoretical and methodological knowledge to implement psychosocial assessment and intervention programs to deal with problems arising from the relationship of the individual with his physical space and the environment

Module 6. Advances in the Research of Psychological Development in Childhood

- Know the theoretical-conceptual tools and the basic methodological principles of research on psychological development in childhood
- Analyze the problems of research on beliefs and prejudice with children, as well as the most notable empirical results both in Spain and in other countries
- Know the different multidisciplinary fields and current lines of research in relation to early intervention
- Differentiate between feasible research project designs in early intervention and to know the steps to carry them out
- Be able to carry out a research design to develop an empirical study on a specific aspect of child psychological development

Module 7. Neuropsychology of Attention and Memory

- Know and understand the neuropsychological functioning of attentional processes and human memory
- Know and discriminate adequately between the different memory systems
- Be able to analyze and interpret a research report related to the neuropsychology of attention and memory
- Design an experimental task in neuropsychology for the neuropsychological assessment of attention and memory
- Design and implement a treatment or intervention program for the improvement of attention and memory
- Know the analysis necessary for the neuropsychological assessment of attention and memory

Module 8. Cognitive Processes in Normal and Pathological Aging

- Know the processes related to cognitive impairment and mood states in old age
- Acquire basic knowledge on the assessment, prevention and effective intervention in memory functioning in the elderly
- Learn about the heterogeneity and diversity of cognitive processes in aging
- Design and carry out a memory intervention program aimed exclusively at the elderly
- Critically analyze the importance of the current social perception of issues related to the elderly and old age

Module 9. Advances in Adolescent Psychopathology Research

- Learn the use of basic assessment and intervention tools in different areas of adolescent health
- Know the main risk factors that affect adolescence and how they can influence the onset of eating disorders or drug use in this important stage of development
- Learn to adequately apply different intervention techniques aimed at reducing anxiety responses to different stressful situations
- Be able to design intervention programs in psychology aimed exclusively at the adolescent population
- Learn how to design and evaluate an intervention program for some of the most frequent adolescent disorders
- Recognize the different psychological problems of adolescence, as well as their manifestations at the physiological, cognitive and motor levels

Module 10. Assessment and Intervention in Health Psychology

- Know the different fields of intervention in health psychology in clinical and educational contexts
- Learn to use the basic tools of evaluation and intervention in Health Psychology in an adequate way
- Be able to design and evaluate the results of intervention programs in Health Psychology
- Know the existing advances on intervention techniques with proven effectiveness in Health Psychology
- Know the functioning and applications of intervention techniques based on biofeedback and transcranial magnetic stimulation.Be able to search for information using the databases of our discipline and other related disciplines
- Know how to adequately select relevant research results in relation to the object of study
- Adequately manage the bibliography through specialized software
- Know the basics of scientific writing style based on the APA standards
- Know the importance of publishing the results obtained in scientific research
- Discriminate the type of journal to which a future publication should be addressed
- Know how to adequately apply scientific criteria in the analysis of published works

03

Skills

After passing the evaluations of the Professional Master's Degree in Research in Psychology, the professional will have acquired the professional skills necessary to conduct quality research and will also acquire a highly recognized diploma.

With this program, you will be prepared to do research in psychology at a high level of performance"

Basic Skills

- Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study
- Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- Communicate their conclusions, both the knowledge and rationale behind them to specialized and non-specialized people in a clear and unambiguous manner
- Acquire the learning skills that will enable further studying in a largely self-directed or autonomous manner

Specific Skills

- Know the principles and theories of the main current research fields in psychology, as well as their methodologies and real applications in different fields (socio-educational, clinical, etc.)
- Gather and interpret relevant data, information and results, and draw conclusions
- Communicate, orally and/or in writing, the knowledge, procedures, results and conclusions of the research carried out
- Carry out a critical review of the scientific literature on a given topic and discriminate its scientific quality
- Acquire and adapt new knowledge and techniques of any scientific-technical discipline that may be useful in the field of applied psychology
- Maintain an ethical attitude in the research activity in applied psychology
- Develop intellectual curiosity for the acquisition of scientific knowledge
- Develop learning skills that allow you to continue studying and learning in an autonomous way
- Develop a critical spirit in the scientific field to be treated, which will allow you to design research projects that make it possible to expand knowledge and test the initial hypotheses

04

Structure and Content

The structure of the contents has been designed by a team of professionals in Research in Psychology, aware of the current relevance of training in order to delve into the area of knowledge and make publications of academic quality.

This Professional Master's Degree in Research in Psychology contains the most complete and up-to-date scientific program on the market"

Module 1. Advanced Data Analysis Techniques in Applied Psychology

1.1. Advanced Research Designs and Analysis in Psychology
- 1.1.1. Research in Psychology
- 1.1.2. Advanced Designs in Applied Psychology
- 1.1.3. Advanced Analysis in Applied Psychology

1.2. Statistical Software for Advanced Research Designs
- 1.2.1. IBM SPSS
- 1.2.2. AMOS

1.3. Basic Statistics
- 1.3.1. Descriptive Statistics
- 1.3.2. Frequency Analysis in a Sample of Participants
- 1.3.3. Relevant Parameters in Data Analysis
- 1.3.4. Relationships Between Basic Statistical Parameters

1.4. Parametric and Non-Parametric Analyses
- 1.4.1. Confirmatory Tests. Normality
- 1.4.2. Confirmatory Tests. Homoscedasticity
- 1.4.3. Non-Parametric Analyses
- 1.4.4. Parametric Analysis
- 1.4.5. Techniques for Interpretation of Results

1.5. Multivariate Models
- 1.5.1. Classic Multivariate Models
- 1.5.2. Multiple Linear Regression
- 1.5.3. Logistic Regression

1.6. Structural Equation Models
- 1.6.1. Causality and Model Structure
- 1.6.2. Complete Structural Model
- 1.6.3. Models of Structural Relationships

1.7. Design and Construction of Psychological Tests and Scales
- 1.7.1. Importance of Psychological Measurement
- 1.7.2. Measures of Aptitude vs. Measures of Knowledge
- 1.7.3. Operationalization of Constructs into Observable Measures

1.8. Analysis of Psychological Tests and Scales
- 1.8.1. Content Validity Analysis
- 1.8.2. Reliability Analysis. Cronbach's Alpha, Test-Retest and Two-Half Method
- 1.8.3. Item-Total Correlations
- 1.8.4. Debugging of Test Items for Improvement

1.9. Methods of Assessing Change in Applied Psychology
- 1.9.1. Research Hypothesis and Contrast
- 1.9.2. Confirmation or Rejection of Hypothesis
- 1.9.3. Analysis of Differences
- 1.9.4. Interpretation of Change and Conclusions

1.10. Effect Sizes in Advanced Research
- 1.10.1. Importance of Effect Sizes
- 1.10.2. Effect Size Analysis as a Method for Confirming Differences
- 1.10.3. Effect Size Calculation
- 1.10.4. Interpretation and Forms of Representation of the Results

Module 2. Research Methods in Applied Psychology

2.1. Fundamentals of the Scientific Method in Psychology
- 2.1.1. The Scientific Method applied to Psychology

2.2. Ethics and Deontology in Psychology Research
- 2.2.1. Ethics of Research in Psychology
- 2.2.2. Professional Associations
- 2.2.3. The Code of Conduct
- 2.2.4. Ethics Committees in Psychology Research

2.3. Planning and Formulation of a Research Project
- 2.3.1. Object of Study
- 2.3.2. Target Population
- 2.3.3. Operationalization of the Project
- 2.3.4. Selection of Techniques and Future Analyses

2.4. Structure and Organization of a Research Project
- 2.4.1. The Structure of the Research Project
- 2.4.2. Sources of Project Financing

2.5. Introduction to Sampling Techniques
- 2.5.1. Probabilistic Techniques
- 2.5.2. Non-Probabilistic Techniques

2.6. Research Plans in Applied Psychology
- 2.6.1. Different Approaches to the Problem
- 2.6.2. Comparison Among Research Techniques

2.7. Cross-Sectional VS Longitudinal Designs
- 2.7.1. Cross-Sectional Design as a Source of Data
- 2.7.2. Longitudinal Designs and their Relationship to Statistical Power
- 2.7.3. Advantages and Disadvantages of Each Design

2.8. Single Case Designs
- 2.8.1. Evidence of Clinical Advances from Single-Case Investigations
- 2.8.2. The Single Case as an Approach to the Research Problem
- 2.8.3. Analysis and Interpretation of Single Case Results

2.9. APA Standards and Rules for Psychology
- 2.9.1. The American Psychological Association and its Influence on Research
- 2.9.2. APA Standards Seventh Edition

2.10. Meta-Analysis and Systematic Reviews
- 2.10.1. Meta-Analysis as a Source of Previous Results
- 2.10.2. Systematic Reviews as a Source of Previous Results
- 2.10.3. Advantages and Disadvantages of Each Technique

Module 3. Documentation Techniques and Preparation of Publications in Applied Psychology

3.1. Databases in Applied Psychology
- 3.1.1. Databases as a Source of Information
- 3.1.2. General Databases
- 3.1.3. Psychology-Specific Databases
- 3.1.4. Advanced Search in Databases

3.2. Citing and Referencing I. Text Citations
- 3.2.1. Author-Based Citation
- 3.2.2. In-Text Citations

3.3. Citing and Referencing II. Bibliographic References
- 3.3.1. Books, Articles and Periodicals
- 3.3.2. References from Other Sources of Information

3.4. Reference Management Software
- 3.4.1. Mendeley" Software for Bibliographic References Management
- 3.4.2. Uses and Portability of the Application

3.5. Effective Reading of Research Articles
- 3.5.1. The Abstract as a General Source of Information
- 3.5.2. Identifying the Essential Information in an Article
- 3.5.3. Importance of the "Methods" Section
- 3.5.4. Analysis of Results and Conclusions
- 3.5.5. Authorship and Conflicts of Interest

3.6. Analysis and Synthesis of Research Results
- 3.6.1. Extraction of Research Results
- 3.6.2. Setting Up Data for Analysis
- 3.6.3. Analysis of the Results Obtained
- 3.6.4. Description and Synthesis of Conclusions

3.7. Formal Aspects of the Graphical Elements, Figures and Tables
- 3.7.1. Indispensable Elements in the Graphic Representation of Figures
- 3.7.2. Essential Elements in the Graphic Representation of Tables
- 3.7.3. Presentation of Graphic Elements According to APA Standards. Figures
- 3.7.4. Presentation of Graphic Elements According to APA Standards. Tables

3.8. Processes for Conducting a Systematic Review
- 3.8.1. Object of Study of the Systematic Review
- 3.8.2. Planning and Steps for the Implementation of the Systematic Review
- 3.8.3. Selection of Databases and Journals
- 3.8.4. Analysis and Synthesis of the Information Obtained

3.9. Selection of Journals for Publication
- 3.9.1. Selection of the Potential Audience
- 3.9.2. Discrimination of Potential Journals
- 3.9.3. Analysis of Publication Criteria

3.10. Design and Preparation of the Scientific Article
- 3.10.1. Conceptual Outline of the Research Adapted to the Criteria
- 3.10.2. Writing a Scientific Article
- 3.10.3. Translations of a Scientific Article
- 3.10.4. Revision of Article Versions
- 3.10.5. Reviewers' Comments and Corrections

Module 4. Emotional Intelligence

4.1. Emotional Intelligence. Concept and Structure
- 4.1.1. Emotional Intelligence as a Cognitive Process
- 4.1.2. Basic Concepts of Emotional Intelligence
- 4.1.3. Structure of Emotional Intelligence

4.2. Explanatory Models of Emotional Intelligence
- 4.2.1. Approaches to the Study of Emotional Intelligence
- 4.2.2. Evidence in the Investigation of Emotional Intelligence
- 4.2.3. Explanatory Models of Emotional Intelligence

4.3. Instruments for the Assessment of Emotional Intelligence
- 4.3.1. Tests and Scales to Evaluate Emotional Intelligence
- 4.3.2. Other Methods of Emotional Intelligence Assessment
- 4.3.3. Advantages and Disadvantages of Different Measurements

4.4. Emotional Intelligence in Children and Adolescents
- 4.4.1. Emotional Intelligence in Childhood
- 4.4.2. Development of Emotional Intelligence during Childhood
- 4.4.3. Emotional Intelligence as a Predictor Variable

4.5. Emotional Intelligence in Adults and the Elderly
- 4.5.1. Emotional Intelligence in Adults
- 4.5.2. Differences in Emotional Intelligence Between Adults and the Elderly
- 4.5.3. Influence of Emotional Intelligence on Behavior

4.6. Emotional Intelligence in Socio-Educational Contexts
- 4.6.1. Emotional Intelligence at School
- 4.6.2. Emotional Intelligence in the Family Context
- 4.6.3. Relationships Between Socio-Educational Contexts and their Influence on Emotional Intelligence

4.7. Relationships of Emotional Intelligence with Other Psychological Measures
- 4.7.1. Relationships Between Emotional Intelligence and Other Psychological Constructs
- 4.7.2. Influence of Emotional Intelligence on other Cognitive Processes

4.8. Emotional Intelligence and Psychopathology
- 4.8.1. Individual Differences in Emotional Intelligence
- 4.8.2. Emotional Intelligence as a Possible Source of Psychopathology
- 4.8.3. Psychological Problems Related to Emotional Intelligence

4.9. Interventions for the Improvement of Emotional Intelligence in the Social Context
- 4.9.1. Approaches to Emotional Intelligence Training in Social Contexts
- 4.9.2. Evidence from Social Intervention on Emotional Intelligence
- 4.9.3. Design and Planning of Interventions in the Social Context

4.10. Interventions for the Improvement of Emotional Intelligence in the Educational Context
- 4.10.1. Approaches to the Training of Emotional Intelligence in Educational Contexts
- 4.10.2. Evidence of Intervention in Educational Contexts on Emotional Intelligence
- 4.10.3. Design and Planning of Interventions in the Educational Context
- 4.10.4. Implementation and Follow-Up of Interventions
- 4.10.5. Assessment of the Effectiveness of an Intervention

Module 5. Environment, Social Behavior and Education

5.1. Environmental Psychology. Concept and Structure
- 5.1.1. Defining Characteristics of Environmental Psychology
- 5.1.2. Basic Concepts
- 5.1.3. Structure and Approaches of Environmental Psychology

5.2. Environmental Identity and Relationship with the Environment
- 5.2.1. Environmental Identity. Concept and Structure
- 5.2.2. Environmental Identity as a Personal Psychological Construct
- 5.2.3. Human Relationship with the Environment and the Construction of Environmental Identity

5.3. Well-Being and Environment
- 5.3.1. Influences of the Environment on Perceived Well-Being
- 5.3.2. Factors Influencing Perceived Well-Being
- 5.3.3. Individual Differences in the Well-Being-Environment Relationship
- 5.3.4. Interventions on the Environment to Improve Well-being

5.4. Interdisciplinarity in Environmental Psychology
- 5.4.1. Approaches to Environmental Psychology
- 5.4.2. Environmental Psychology and its Relationship with Other Scientific Disciplines
- 5.4.3. Contributions and Evidence from Other Disciplines to Environmental Psychology

5.5. Beliefs, Attitudes and Behavior
- 5.5.1. Rule Formation
- 5.5.2. Frame Formation
- 5.5.3. Belief Formation
- 5.5.4. Influence of Personal Beliefs and Attitudes on Human Behavior
- 5.5.5. Interventions Based on Cognitive Restructuring or Behavior Modification

5.6. Risk Perception
- 5.6.1. Risk Assessment and Analysis
- 5.6.2. Influence of Risk Perception on Behavior
- 5.6.3. Interventions Aimed at Improving Risk Perception

5.7. Influence of Environmental Variables on Behavior
- 5.7.1. Evidence of the Relationship Between Environmental Variables and Human Behavior
- 5.7.2. Analysis of Variables. Description and Operationalization
- 5.7.3. Intervention Methods

5.8. Relations Between Physical Space and Behavior
- 5.8.1. Physical Space as a Social Environment
- 5.8.2. The Integrated Socio-Physical Environment
- 5.8.3. Relations Between Physical Space and Behavior

5.9. Assessment Techniques in Environmental Psychology
- 5.9.1. Environmental Assessments Based on Technical Indices
- 5.9.2. Environmental Assessments Based on Observational Indices
- 5.9.3. Evaluation of the Advantages and Disadvantages in the Use of Each Technique

5.10. Intervention Techniques in Environmental Psychology
- 5.10.1. Interventions Based on Environmental Variables
- 5.10.2. Interventions Based on Physical Variables
- 5.10.3. Interventions Based on Psychological Variables
- 5.10.4. Evaluation of the Advantages and Disadvantages in the Use of Each Technique

Module 6. Advances in Research on Psychological Developmentin Childhood

6.1. Tools for the Assessment of Psychological Development in Childhood
- 6.1.1. Ethics of Psychological Assessment in Childhood
- 6.1.2. Tests and Scales as Measures of Psychological Development
- 6.1.3. Biases in Assessment
- 6.1.4. Other Cognitive Measures of Psychological Development in Childhood

6.2. Normalization and Standardization of Tests
- 6.2.1. Standardization of a Psychological Measure
- 6.2.2. The Normative Sample
- 6.2.3. Z-Scores and Peer Assessment
- 6.2.4. Advantages and Disadvantages of Standardized Measures in Childhood

6.3. Development of Beliefs and Biases in Students
- 6.3.1. Beliefs and Prejudices in School Children Population
- 6.3.2. Influence of Beliefs on Students' Behavior

6.4. Generalization of Rules in Childhood from Belief to Norm
- 6.4.1. Generation of Rules and Norms in Students
- 6.4.2. Influence of Rules and Norms on Student Behavior
- 6.4.3. Psychological Interventions to Favor the Change of Beliefs

6.5. Evolutionary Windows in Children's Psychological Development
- 6.5.1. Turning Points in Children's Psychological Development
- 6.5.2. Individual Differences in Children's Psychological Development
- 6.5.3. Maturational Delay

6.6. Problem Solving in Childhood
- 6.6.1. Behavior Planning and Scheduling in Childhood
- 6.6.2. Problem-Solving Strategies in Children
- 6.6.3. From the Concrete to the Abstract

6.7. Development of Literacy in the School and Family Context
- 6.7.1. Literacy in the School Context
- 6.7.2. Literacy in Family Contexts
- 6.7.3. Interventions at School
- 6.7.4. Interventions in Families

6.8. Linguistic Competence and its Relationship to Other Psychological Constructs
- 6.8.1. Relationships Between Basic Psychological Processes and Language Competence in Childhood
- 6.8.2. Linguistic Competence and its Influence on Other Higher Psychological Processes
- 6.8.3. Evaluation of Linguistic Competence
- 6.8.4. Different Levels of Literacy as Predictors of Psychological Development

6.9. Attachment Development in Childhood
- 6.9.1. Infantile Attachment, Vital Development in Childhood
- 6.9.2. Variables Influencing Attachment Development
- 6.9.3. The Family and the Development of Attachment
- 6.9.4. Influences of Attachment on Social Relationships and General Behavior

6.10. Intervention Techniques in Developmental Psychology
- 6.10.1. Standardized Intervention Plans
- 6.10.2. Evaluation of Intervention Outcomes
- 6.10.3. Personalized Intervention Plans
- 6.10.4. Evaluation of a Customized Intervention Plan
- 6.10.5. Advantages and Disadvantages of Individual VS Group Intervention

Module 7. Neuropsychology of attention and memory

7.1. Neuropsychology and Brain-Behavior Relationships
- 7.1.1. What is Neuropsychology?
- 7.1.2. Basic Concepts
- 7.1.3. Definitions and Approaches to Neuropsychology

7.2. Physiology and Pharmacology of Attention and Memory
- 7.2.1. Psychobiology of Attentional Processes
- 7.2.2. Psychobiology of Memory
- 7.2.3. Psychopharmacology of the Attentional Processes
- 7.2.4. Psychopharmacology of Memory

7.3. Advances in the Neuropsychological Assessment of Attentional Processes
- 7.3.1. Traditional Assessment of Attention
- 7.3.2. New Techniques for Measuring Attentional Processes
- 7.3.3. Ecological Validity of the Measures
- 7.3.4. Identification of Possible Biases in the Evaluation

7.4. Advances in the Neuropsychological Evaluation of Memory
- 7.4.1. Traditional Assessment of Human Memory
- 7.4.2. New Techniques for Measuring Memory-Related Processes
- 7.4.3. Ecological Validity of the Measures
- 7.4.4. Identification of Potential Biases in the Evaluation

7.5. Symptoms, Syndromes, and Attention Disorders
- 7.5.1. Possible Deficits in Attentional Processes
- 7.5.2. Attention Problems in Relation to Non-Attentional Disorders
- 7.5.3. Attention Deficit Hyperactivity Disorder
- 7.5.4. Problems with ADHD Assessment and Treatment

7.6. Neuropsychological Foundations of Human Memory
- 7.6.1. Memory Systems Identified in Humans
- 7.6.2. Declarative vs. Non-Declarative
- 7.6.3. Procedural Memory
- 7.6.4. Semantic Memory
- 7.6.5. Episodic and Autobiographical Memory

7.7. Symptoms, Syndromes and Memory Disorders
- 7.7.1. Origins and Causes of Memory Problems
- 7.7.2. Anterograde Amnesia
- 7.7.3. Retrograde Amnesia
- 7.7.4. Amnesia of the Source
- 7.7.5. Psychogenic Amnesia
- 7.7.6. Infantile Amnesia. Possible Causes

7.8. Neuropsychology of Working Memory
- 7.8.1. From Short-Term Memory to Working Memory
- 7.8.2. The Phonological Loop
- 7.8.3. The Visuospatial Agenda
- 7.8.4. The Central Executive as a Distributor of Resources
- 7.8.5. Convergence of Information in the System: The Episodic Buffer

7.9. Neuropsychology of Executive Functions
- 7.9.1. Executive Functions Concepts and Definitions
- 7.9.2. Approaches to the Study of Executive Functions
- 7.9.3. Explanatory Models of Executive Functions
- 7.9.4. Relationships of Executive Functions with Psychopathology

7.10. Relationships of Attention and Memory with Other Psychological Processes
- 7.10.1. Attention as the Basis of Other Basic Cognitive Processes
- 7.10.2. Memory as the Basis of Other Basic Cognitive Processes
- 7.10.3. Relations of Attention with Other Higher Psychological Processes
- 7.10.4. Relations of Memory with Other Higher Psychological Processes

Module 8. Cognitive Processes in Normal and Pathological Aging

8.1. Aging in Spain. New Challenges
- 8.1.1. Aging of the Spanish Population
- 8.1.2. Psychological Consequences of Increased Life Expectancy
- 8.1.3. Health Care and Social Services for the Elderly in Our Country

8.2. Evaluation of Cognitive Processes in Old Age
- 8.2.1. Evaluation by Means of Tests and Behavioral Scales
- 8.2.2. Subjectivity Biases in Standard Evaluation
- 8.2.3. Assessment by Neuropsychological Tests
- 8.2.4. Individual Differences in Higher Cognitive Processes in Adulthood and Older Age

8.3. Normal Aging
- 8.3.1. Basic Cognitive Processes in Normal Aging
- 8.3.2. Superior Cognitive Processes in Normal Aging
- 8.3.3. Attention and Memory in Elderly People with Normal Aging

8.4. Cognitive Reserve and its Importance in Aging
- 8.4.1. Cognitive Reserve. Definition and Basic Concepts
- 8.4.2. Functionality of Cognitive Reserve
- 8.4.3. Influencing Variables in Cognitive Reserve
- 8.4.4. Interventions Based on Improving Cognitive Reserve in the Elderly

8.5. Pathological Cognitive Development in Old Age
- 8.5.1. Differences Between normal and Pathological Aging
- 8.5.2. Basic Cognitive Processes in Pathological Aging
- 8.5.3. Higher Cognitive Processes in Pathological Aging
- 8.5.4. Attention and Memory in Elderly People with Pathology Ageing

8.6. Disorders Related to Pathological Ageing
- 8.6.1. Psychological Disorders Related to Pathological Ageing

8.7. Dementia in Old Age Types and Main Affectations
- 8.7.1. Dementias: Definition and Key Concepts
- 8.7.2. Types of Dementias and Affectations they Produce
- 8.7.3. Alzheimer's Type Dementia. Evaluation, Diagnosis and Prognosis

8.8. Relationships Between Aging and Quality of Life
- 8.8.1. General Cognitive Status and its Relation to Perceived Quality of Life
- 8.8.2. Quality of Life as a Predictor of Pathological Aging

8.9. Social Relations and Sexuality in Old Age
- 8.9.1. Social Relations in Adulthood
- 8.9.2. Sexuality and Old Age
- 8.9.3. Social Relations as a Protective Factor Against Pathological Aging

8.10. Interventions in Cognitive Processes in Old Age
- 8.10.1. Systematized Interventions. Occupational Workshops
- 8.10.2. Other Systematized Interventions
- 8.10.3. Person-Centered Psychological Interventions
- 8.10.4. Person-Centered Neuropsychological Interventions

Module 9. Advances in Researchin Adolescent Psychopathology

9.1. Mental Health and Adolescence
- 9.1.1. General Psychological Characteristics of Adolescence
- 9.1.2. Adolescence as a Period of Risk in Psychological Development
- 9.1.3. The Problem of Etiquette Lighting Problems

9.2. Psychopathology in Adolescence. Risk Factors and Protection
- 9.2.1. General Psychopathology of Adolescence
- 9.2.2. Risk Factors in the Occurrence of Psychological Problems in Adolescents
- 9.2.3. Protective Factors in the Occurrence of Psychological Problems in Adolescents

9.3. Advances in the Assessment of Mental Health in Adolescence
- 9.3.1. Traditional Assessment of Mental Health in Adolescence
- 9.3.2. New Techniques for Adolescent Mental Health Assessment
- 9.3.3. Traditional VS. New Diagnostic Techniques

9.4. Anxiety in Adolescence
- 9.4.1. Anxiety. An All-Too-Common Problem in Adolescence
- 9.4.2. Origins of Adolescent Anxiety
- 9.4.3. Generalization of Anxiety and Chronification
- 9.4.4. Assessment of Anxiety and its Symptoms in Adolescents
- 9.4.5. Anxiety as a Prodrome of other Psychological Problems

9.5. Depression and Suicide in Adolescents
- 9.5.1. Depression in Adolescence
- 9.5.2. Origins of Adolescent Depression
- 9.5.3. Depressive Symptoms Identified in Adolescents
- 9.5.4. Assessment of Depression and Suicide Risk in Adolescents
- 9.5.5. Adolescent Suicide. Data in Spain and Other Countries

9.6. Eating Disorders. A Frequent Problem in Adolescents
- 9.6.1. Eating Disorders. Definition and Basic Concepts
- 9.6.2. Classification of Eating Disorders
- 9.6.3. Evaluation of Eating Disorders in Adolescents
- 9.6.4. Anorexia
- 9.6.5. Bulimia

9.7. Addictions and Substance Use in Adolescents
- 9.7.1. Addiction. Definition and Basic Concepts
- 9.7.2. Substance Use in adolescents. Global Data and the Situation in our Country
- 9.7.3. Physiological Changes in the Brain Produced by Substance Use
- 9.7.4. Substance Abuse Disorder

9.8. New Technologies and Their Relationship to Adolescent Psychopathology
- 9.8.1. New Technologies as a Source of Adolescent Psychopathology
- 9.8.2. Nomophobia and Imaginary Call Syndrome
- 9.8.3. Addiction to Internet or Video Game Use
- 9.8.4. The Problem of Online Gambling

9.9. Psychological Interventions in Adolescence. Prevention and Action
- 9.9.1. Prevention-Based Interventions
- 9.9.2. Interventions Based on Correction

9.10. Design and Implementation of Adolescent Intervention Programs
- 9.10.1. Problem Identification
- 9.10.2. Intervention Design and Planning
- 9.10.3. Implementation and Follow-Up of the Intervention
- 9.10.4. Assessment and Evaluation of the Results of the Intervention

Module 10. Assessment and Intervention in Health Psychology

10.1. Body-Mind Relationships. Psychosomatic Medicine
- 10.1.1. From Descartes to Psychosomatic Medicine
- 10.1.2. The biopsychosocial model
- 10.1.3. Evidence of the Relation Between Body and Mind
- 10.1.4. Physical Pathologies with Identified Psychological Causal Factors

10.2. The Assessment Process in Health Psychology
- 10.2.1. Classical Assessment in Health Psychology
- 10.2.2. Role of the Different Agents. Internist Physician, Psychologist, Psychiatrist
- 10.2.3. New Techniques of Psychological Health Assessment

10.3. Scales, Tests, and Common Tests in Health Psychology
- 10.3.1. Traditional Behavioral Tests and Scales in Health Psychology
- 10.3.2. Advantages and Disadvantages of Different Measurements

10.4. Stress and its Relation to Mental Health
- 10.4.1. Stress as a Causal Factor in Psychopathology
- 10.4.2. Psychobiology of Stress. Cortisol
- 10.4.3. Personality, Individual Characteristics and Stress Levels

10.5. Sleep-Related Pathologies
- 10.5.1. Insomnia. Definition and Basic Concepts
- 10.5.2. Types of Insomnia and Possible Causes
- 10.5.3. Hypersomnias Definition and Basic Concepts
- 10.5.4. Hypersomnias Types
- 10.5.5. Circadian Rhythm Disturbances and Parasomnias
- 10.5.6. REM Sleep Behaviour Disorders

10.6. Quality of Life as a Relevant Factor in Psychological Health
- 10.6.1. Quality of Life. Definition and Approaches to the Term
- 10.6.2. Factors Influencing Perceived Quality of Life
- 10.6.3. Quality of Life as a Predictor of Psychological Health

10.7. Advances and Areas of Intervention in Health Psychology
- 10.7.1. Interventions Based on Health Promotion
- 10.7.2. Interventions in Cardiovascular Disease, Diabetes and Cancer
- 10.7.3. Intervention in Addictions and Substance Abuse Problems
- 10.7.4. Interventions Aimed at Psychological Processes Stress Management

10.8. Biofeedback Techniques as an Iintervention in Health Psychology
- 10.8.1. Biofeedback. Definition and Basic Concepts
- 10.8.2. Techniques that Use Biofeedback
- 10.8.3. Biofeedback as a Method of Intervention in Health Psychology
- 10.8.4. Evidence on the Use of Biofeedback in the Treatment of Certain Disorders

10.9. Transcranial Magnetic Stimulation (TMS) as an Intervention in Health Psychology
- 10.9.1. Transcranial Magnetic Stimulation. Definition and Basic Concepts
- 10.9.2. Functional Areas Considered Therapeutic Targets of Transcranial Magnetic Stimulation
- 10.9.3. Results of Intervention through TMS in Health Psychology

10.10. Design and Implementation of Intervention Programs in Health Psychology
- 10.10.1. Problem Analysis
- 10.10.2. Description and Operationalization of the Problem
- 10.10.3. Planning and Design of the Intervention Program
- 10.10.4. Program Implementation and Follow-up
- 10.10.5. Evaluation of the Results of the Intervention Program
- 10.10.6. Correction and Improvement of the Intervention Program

Discover the importance of the professional's orientation towards research and the implications of effective accompaniment in this field"

05

Methodology

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

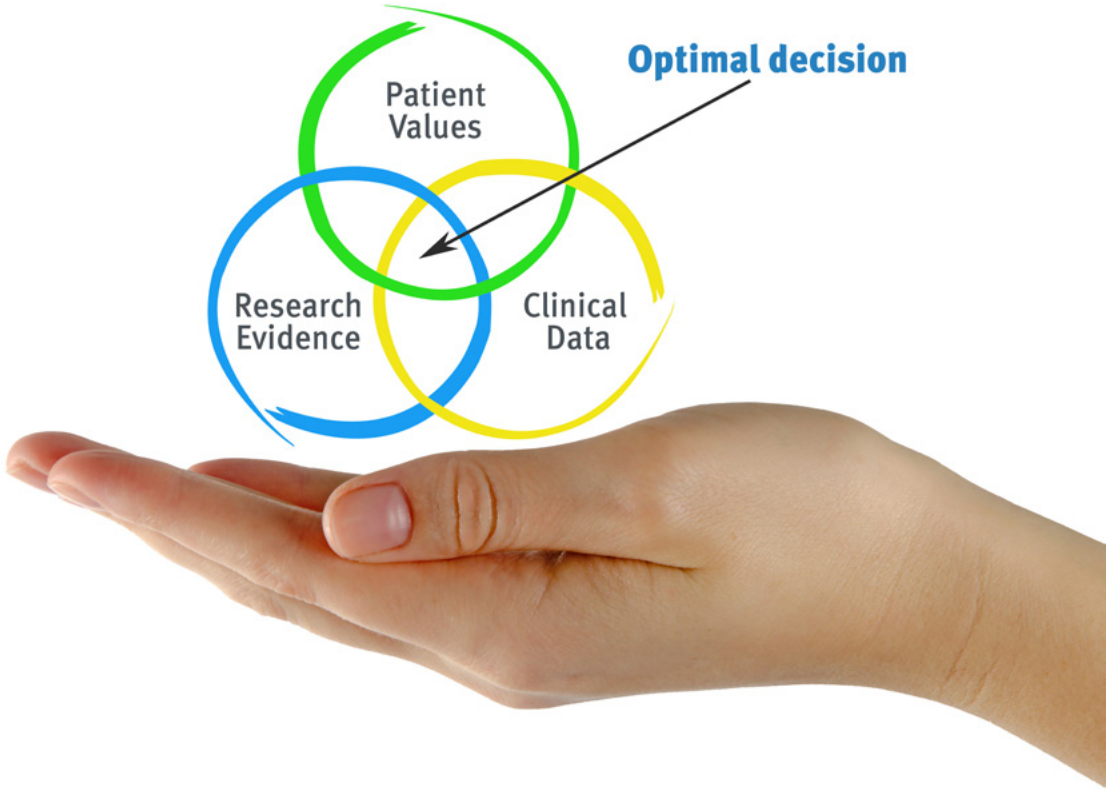
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 hav 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:

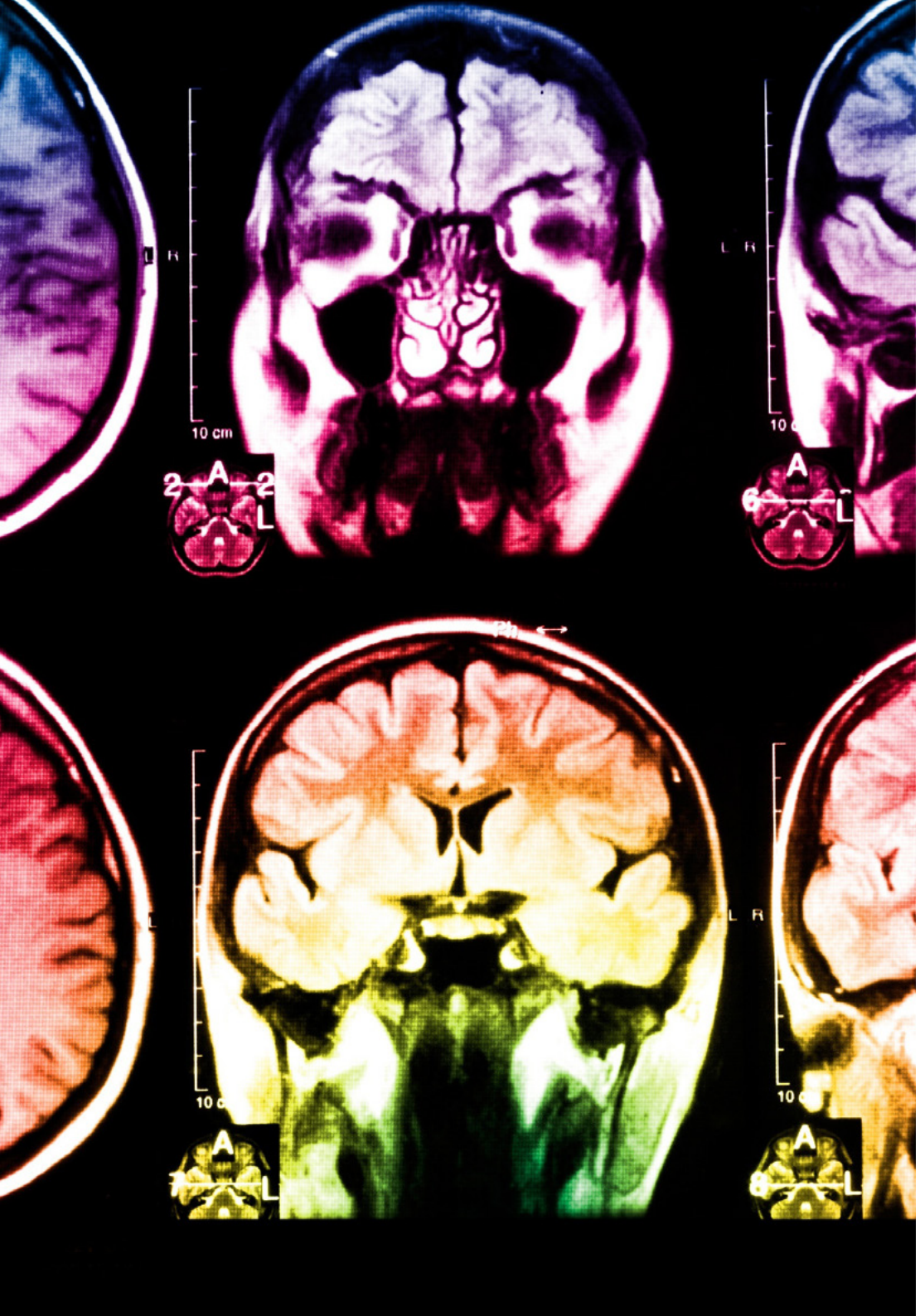
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate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

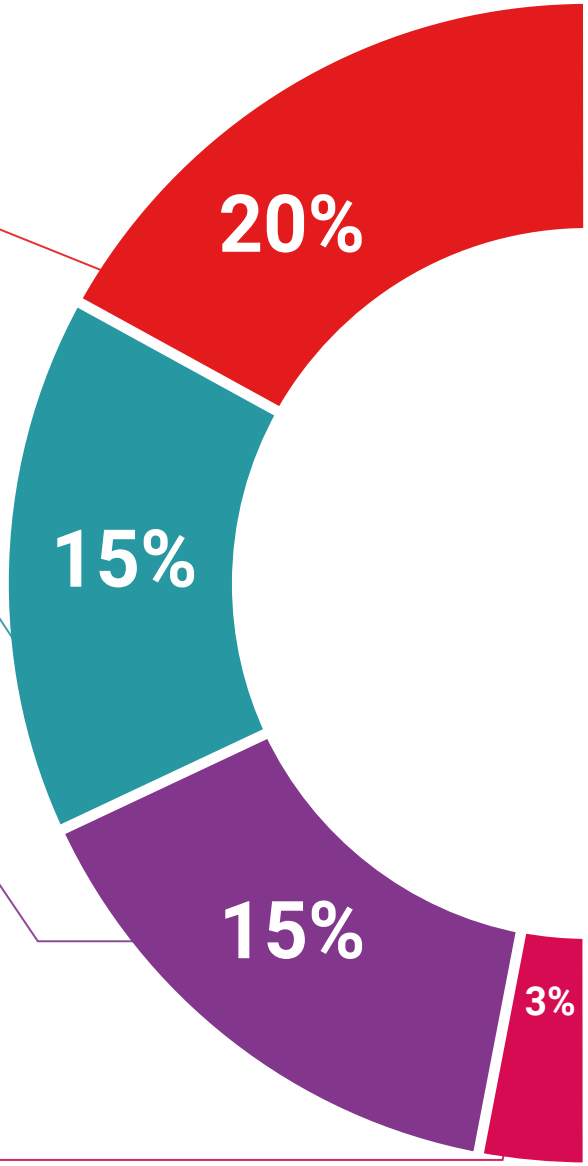
Interactive Summaries

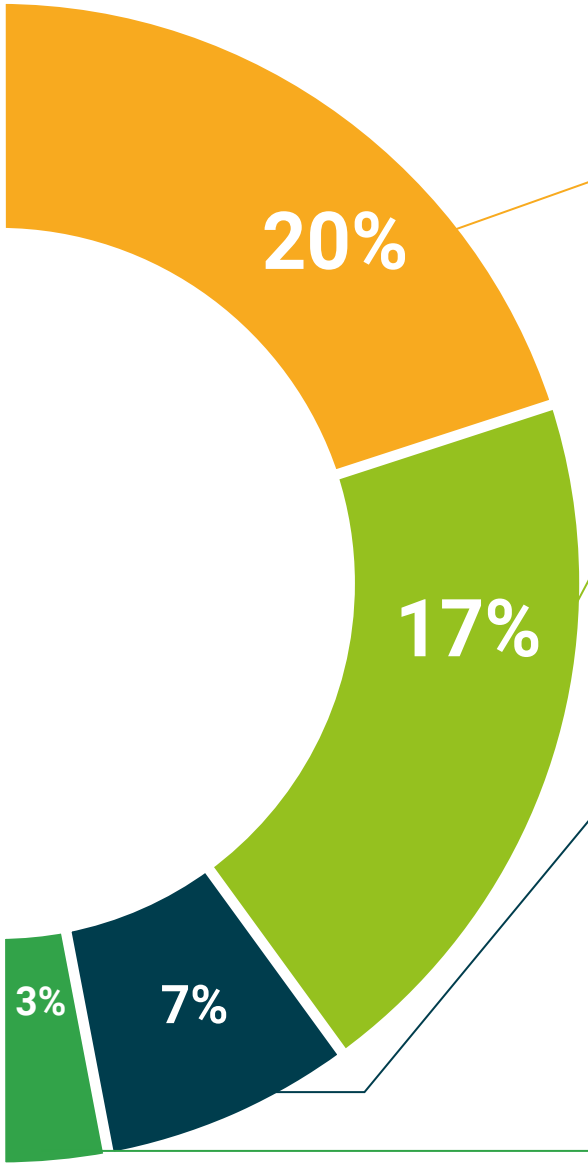
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Research in Psychology 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.

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 Research in 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 Research in 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 Research in Psychology

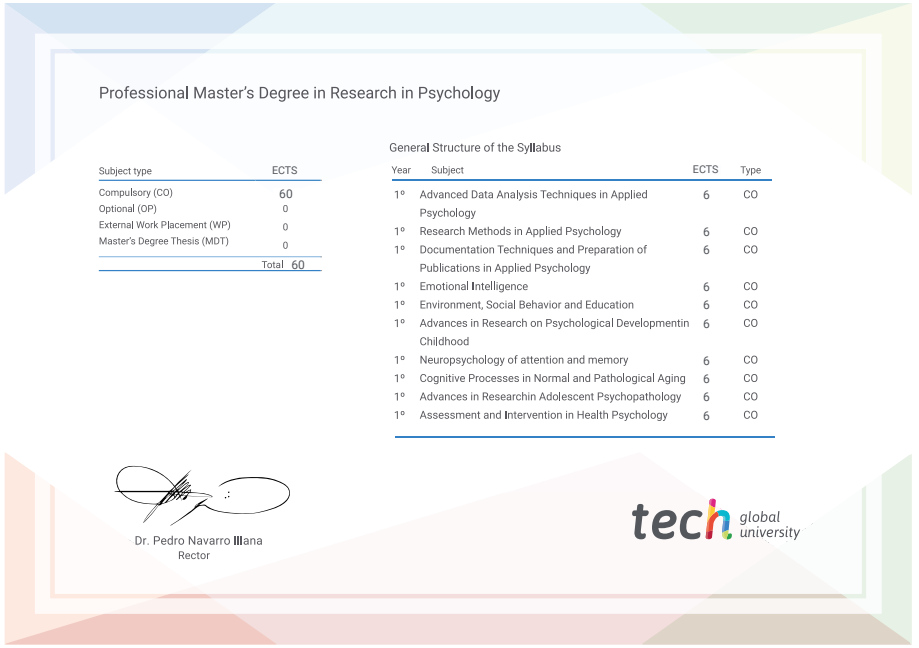
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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 Research in 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	Advanced Data Analysis Techniques in Applied Psychology	6	CO
1º	Research Methods in Applied Psychology	6	CO
1º	Documentation Techniques and Preparation of Publications in Applied Psychology	6	CO
1º	Emotional Intelligence	6	CO
1º	Environment, Social Behavior and Education	6	CO
1º	Advances in Research on Psychological Developmentin Childhood	6	CO
1º	Neuropsychology of attention and memory	6	CO
1º	Cognitive Processes in Normal and Pathological Aging	6	CO
1º	Advances in Researchin Adolescent Psychopathology	6	CO
1º	Assessment and Intervention in Health Psychology	6	CO

Dr. Pedro Navarro Illana
Rector

tech global university

*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
Research in Psychology

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

Professional Master's Degree
Research in Psychology

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