

Professional Master's Degree

Third Generation Therapies





Professional Master's Degree Third Generation Therapies

- » 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-third-generation-therapies

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01

Introduction

New social realities and mental pathologies have led the field of Psychology to a continuous renewal. Therapies and treatments are constantly evolving, producing what is known as Third Generation Therapies. These new therapies are postulated as an updated vision of how to face the problems of the mind and human behavior, generating a paradigm shift in Modern Psychology. The psychologist should not only know them, but also master therapies such as Mindfulness or dialectical-behavioral therapy in order to incorporate them into their daily practice. This TECH program responds to this need, relying on high quality content that includes numerous detailed videos, complementary readings and exercises based on real clinical cases to form an enriching academic experience. All this with the advantage of being 100% online and taken at the pace of your choice, without being subject to face-to-face classes or fixed schedules.





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Get into Third Generation Therapies such as Cognitive Analytic Therapy, mentalization-based therapies or Mindfulness, supported by first class didactic content”

The COVID-19 pandemic has put psychological consultations under greater pressure than ever before, with a sharp increase in cases of stress, depression and anxiety in people of all ages. Over time, the importance of tackling mental health problems has been generally recognized, leading to greater social awareness of the issue.

Many advances have been made in recent years to address all kinds of difficulties, especially in the field of therapies, where the psychologist has a multitude of tools to address increasingly complex pathologies. The evolution of therapies such as Dialectical Behavioral Therapy or those based on mentalization open a favorable field of action for the most updated psychologists.

This Professional Master's Degree from TECH offers, throughout 10 intense modules, an exhaustive review of the most relevant advances in recent years. Psychologists will gain access to an extensive library on Third Generation Therapies, documented based on the most current scientific postulates in the psychological landscape.

Moreover, the large amount of multimedia material, including multiple detailed videos, video summaries and self-knowledge exercises complete a quality academic offer to get up to speed with Positive Psychology, therapeutic uses of ICT and acceptance and commitment therapies, among other topics of urgent interest.

All this with the guarantee and convenience of a completely online format.

Psychologists will be free to decide how to manage their own study time, without having to sacrifice any aspect of their professional or personal life in order to carry out the important and necessary updating work required in this field.

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

- ♦ Practical cases presented by experts in avant Psychology and Therapy
- ♦ 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



Bring yourself up to speed with the most up-to-date therapist skills in the psychological landscape, with extensive topics devoted to communication, counseling and discussion management”

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You will have access to the virtual classroom 24 hours a day, allowing you to take on this program from the comfort of your smartphone, tablet or computer of choice”

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.

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 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 during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will have the constant support of all TECH's technical and teaching staff, resulting in completely personalized tutoring adapted to your own needs.

You will be able to download the whole syllabus and use it as an essential reference guide even after you finish the degree.



02

Objectives

Given the growing importance attributed to mental well-being and the essential work psychologists put into it, the precise objective of this program is to provide students with the most updated tools and therapies in the psychological landscape. For this reason, all the modules have complementary materials and readings to facilitate an even greater insight into the topics, from the historical evolution of psychology to the near future of the main Third Generation Therapies.





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You will be able to incorporate into your daily practice the most up-to-date work methodology in the psychological landscape even before you finish the program”



General Objectives

- Study the paradigm shift that Third Generation Therapies have brought about in the field of Psychology
- Know the different types of Third Generation Therapies
- Delve into the past, present and future of this area in psychology
- Study the evolution of the different types of therapies
- Learn about the main developments and treatments related to Third Generation Therapies

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TECH provides you with the most advanced tools and educational materials, so your academic experience is not only comprehensive, but effective and comfortable too”





Specific Objectives

Module 1. Historical Evolution of Psychology

- ♦ Understand the beginnings of psychology and its transformation into a scientific psychology
- ♦ Learn about each of the most famous theories within Psychology
- ♦ Synthesize notions of the historical chronology of Psychology

Module 2. Therapist Skills

- ♦ Develop the different skills all therapists must master
- ♦ Differentiate between the different types of skills
- ♦ Learn how and when to use these different skills

Module 3. Evolution of Cognitive-Behavioral Psychology

- ♦ Become familiar with the origins and development of Cognitive Behavioral Psychology
- ♦ Gain a general understanding of the starting point of Third Generation Therapies
- ♦ Grasp the beginnings and theoretical foundations of Cognitive Behavioral Psychology

Module 4. Mindfulness

- ♦ Learn about the emergence of Mindfulness-Based Therapies
- ♦ Become familiar with the most common techniques and practices of Mindfulness-Based Therapy
- ♦ Understand the benefits associated with the therapy

Module 5. Acceptance and Commitment Therapy (ACT)

- ♦ Acquire basic and key knowledge about ACT
- ♦ Learn about the emergence of ACT
- ♦ Grasp the theoretical foundations of ACT

Module 6. Cognitive Analytic Therapy (CAT) and Eye Movement Desensitization and Reprocessing (EMDR)

- ♦ Understand and assimilate the bases of cognitive analytic therapy and EMDR
- ♦ Learn about current and new lines of research
- ♦ Grasp the concept of Trauma and how to treat it from this conceptualization

Module 7. Mentalization-Based Therapies

- ♦ Know and contextualize the origin of Mentalization-Based Therapies
- ♦ Elucidate the basic principles and frequent errors in this type of therapies
- ♦ Study the advantages and disadvantages of Mentalization-Based Psychotherapy techniques

Module 8. Dialectical Behavioral Therapy (DBT)

- ♦ Learn about the basics of DBT
- ♦ Master the most common techniques within the therapy
- ♦ Contextualize the origin and emergence of therapy

Module 9. Positive Psychology and Emotion Therapy

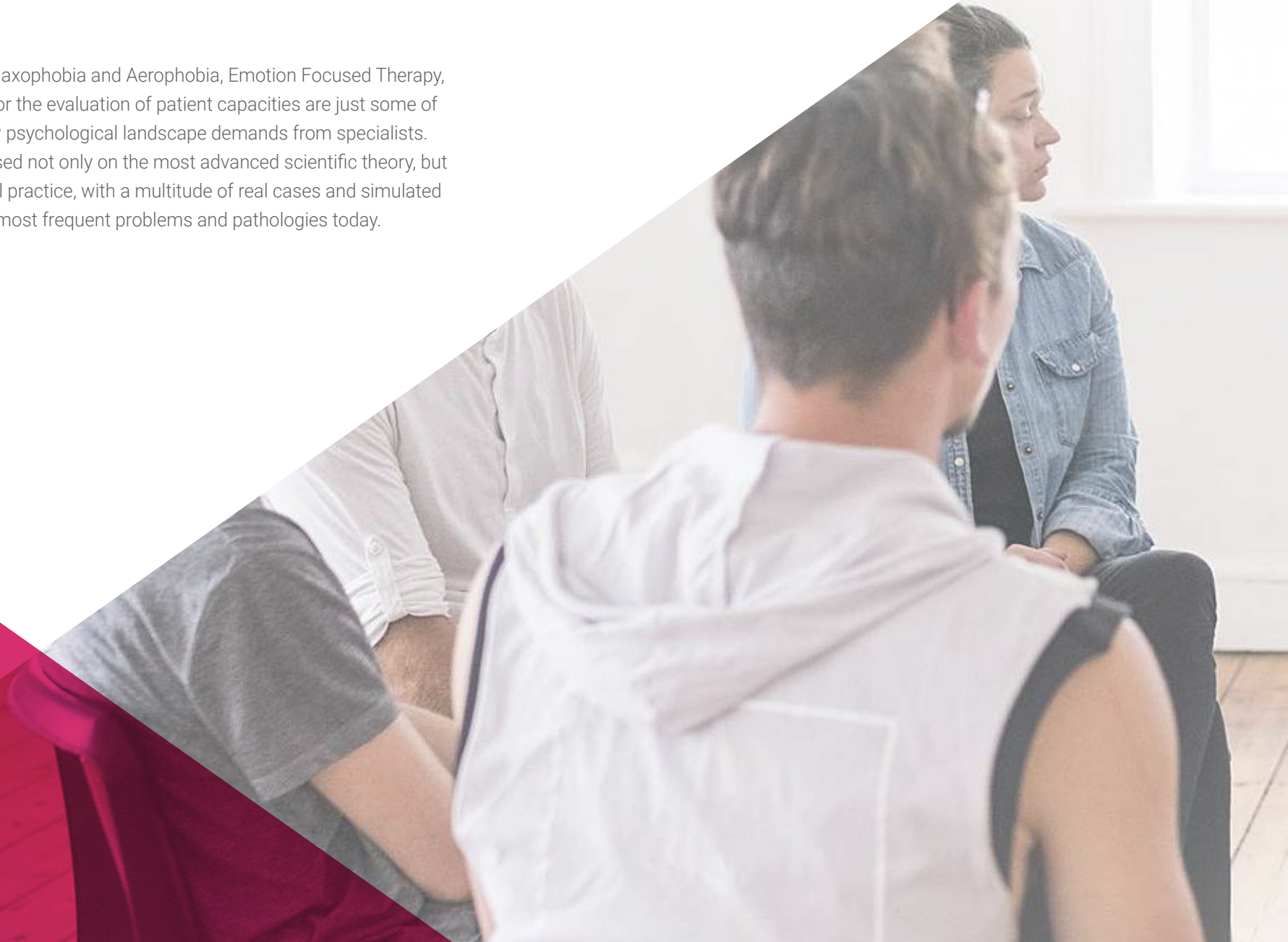
- ♦ Understand the emergence and bases of Positive Psychology
- ♦ Learn the different types of emotions and techniques for emotional control
- ♦ Understand the present and future of Positive Psychology

Module 10. ICT and Therapeutic Use

- ♦ Know how psychological treatments have evolved in recent times
- ♦ Know what ICTs are and their usefulness in Clinical Psychology
- ♦ Become familiar with the current and future treatments linked to new technologies

03 Skills

Mastering the treatment of Amaxophobia and Aerophobia, Emotion Focused Therapy, the interdisciplinary approach or the evaluation of patient capacities are just some of the competencies that the new psychological landscape demands from specialists. Therefore, the syllabus is focused not only on the most advanced scientific theory, but also on essential psychological practice, with a multitude of real cases and simulated exercises to contextualize the most frequent problems and pathologies today.





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Perfect your skills in Biopsychosocial Models, Trauma intervention and personality disorders from an innovative perspective, with a syllabus created expressly to update you in Third Generation Therapies”



General Skills

- Develop therapist skills in Clinical Intervention and Emotion Management
- Use Mindfulness in daily practice
- Distinguish the different types of Third Generation Therapies to implement the most appropriate one in each case
- Complement common therapeutic practice in Psychology with the use of ICTs

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Develop the most useful transversal competencies in daily psychology practice, supported by the best pedagogical methodology in the academic world”





Specific Skills

- ♦ Use Mentalization-based techniques in Psychotherapy
- ♦ Become familiar with the main authors and current trends in Cognitive, Humanistic and Gestalt Psychology
- ♦ Use Counseling in health care settings
- ♦ Define action techniques and coping styles according to Casuistics
- ♦ Use Mindfulness in infants and patients with Chronic Diseases
- ♦ Treat stress with Acceptance and Commitment Therapy (ACT)
- ♦ Assess patient mentalization capacity
- ♦ Distinguish between group and individual therapy and know when to use each one
- ♦ Manage intervention from Positive Psychology
- ♦ Treat Amaxophobia and Aerophobia using ICTs

04

Structure and Content

The program syllabus has been structured to facilitate easy access and study, with numerous descriptive topics and subtopics for each therapy covered. At the same time, the pedagogical methodology of Relearning greatly facilitates the academic work of the psychologist, as it frees them from a considerable course load by providing the key concepts of Third Generation Therapies in a repeated and natural way throughout the program. This saves a good number of study hours, which can be spent on all the complementary multimedia resources that enrich the learning experience.



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Access detailed videos for each point covered, with plenty of self-awareness exercises that will help you evaluate your academic progress”

Module 1. Historical Evolution of Psychology

- 1.1. Psychology Roots
 - 1.1.1. Psychology Origins and Beginnings
 - 1.1.2. Philosophy as Base
 - 1.1.3. A New Discipline
- 1.2. Psychoanalysis
 - 1.2.1. The Historical Development of Psychology
 - 1.2.2. Freudian Theory
 - 1.2.3. Clinical Applications
- 1.3. The Birth of Scientific Psychology
 - 1.3.1. The Birth of Science
 - 1.3.2. The German School
 - 1.3.3. Other Schools
 - 1.3.4. The Institutionalization Process
- 1.4. Western Schools
 - 1.4.1. The French School
 - 1.4.2. The British School
 - 1.4.3. The American School
 - 1.4.4. The Russian School
- 1.5. Psychology Testing
 - 1.5.1. Mental Tests
 - 1.5.2. Binet's Metric Scales
 - 1.5.3. Army Alpha and Army Beta
 - 1.5.4. The Beginnings of Psychometrics
- 1.6. Behaviorism
 - 1.6.1. The Beginnings of Behaviorism
 - 1.6.2. Watson's Contribution
 - 1.6.3. The Development of the Proposal
- 1.7. Gestalt Psychology
 - 1.7.1. Gestalt Theory
 - 1.7.2. First Schools
 - 1.7.3. Advances in Gestalt Therapy

- 1.8. Conditioning
 - 1.8.1. The Beginnings of Conditioning
 - 1.8.2. Classical Conditioning
 - 1.8.3. Operant Conditioning
- 1.9. Cognitive Psychology
 - 1.9.1. The Emergence of Cognitive Psychology
 - 1.9.2. Most Relevant Authors and Theories
 - 1.9.3. Tendencies and Evolution
- 1.10. Humanistic Psychology
 - 1.10.1. The Emergence of Humanistic Psychology
 - 1.10.2. Principles in Humanistic Therapy
 - 1.10.3. Most Relevant Authors and Tendencies

Module 2. Therapist Skills

- 2.1. Therapist Factors in Clinical Intervention
 - 2.1.1. Therapists as Modulating Agents
 - 2.1.2. What Are the Factors to Consider?
- 2.2. Therapist Emotional Control
 - 2.2.1. Basic Emotions
 - 2.2.2. Why Should Emotions be Controlled?
 - 2.2.3. Emotional Intelligence
 - 2.2.4. How Are Emotions Controlled?
- 2.3. Counseling in Health Care Settings
 - 2.3.1. What is Counseling?
 - 2.3.2. How Is It Used in Health Care Settings?
- 2.4. Basic Communication Skills
 - 2.4.1. Introduction to and the Importance of Communication Skills
 - 2.4.2. Basic Communication Techniques
- 2.5. Applied Communication Skills
 - 2.5.1. Communication Skills Applied to Clinical Intervention
 - 2.5.2. Communication Skills Applied to Crisis Intervention

- 2.6. Communication, Ethics and Decision-Making
 - 2.6.1. Communicating Bad News
 - 2.6.2. Ethical Factors
 - 2.6.3. Introduction to Decision-Making
 - 2.7. Grief Accompaniment Techniques
 - 2.7.1. Introduction to the Concept of Grief
 - 2.7.2. Intervention Methods
 - 2.7.3. Accompaniment Techniques
 - 2.8. Handling Difficult Discussions and Conversations
 - 2.8.1. Introduction to Emotional Control
 - 2.8.2. Intervention Guidelines
 - 2.8.3. Handling Difficult situations
 - 2.9. Managing Patient Emotions and Self-Control Techniques
 - 2.9.1. How Can We Manage Patient Emotions?
 - 2.9.2. Basis for Intervention
 - 2.9.3. Self-Control Techniques
 - 2.10. Termination Techniques and Family Accompaniment
 - 2.10.1. Introduction to Therapy Termination Techniques
 - 2.10.2. Family Accompaniment
 - 2.10.3. Monitoring
- Module 3. Evolution of Cognitive-Behavioral Psychology**
- 3.1. Emergence and Advancement of New Psychological Treatments
 - 3.1.1. The Beginnings and Contextual Framework to the Change
 - 3.1.2. The Beginnings of New Treatments
 - 3.1.3. Paradigm Shift
 - 3.2. Emergence of the First and Second Waves
 - 3.2.1. The Beginnings of Change
 - 3.2.2. Introduction to the Process of Change
 - 3.2.3. The First and Second Waves
 - 3.3. Cognitive-Behavioral Techniques as Foundation
 - 3.3.1. The Importance of Cognitive-Behavioral Psychology
 - 3.3.2. Introduction to Cognitive-Behavioral Techniques
 - 3.4. Applied Operant Conditioning
 - 3.4.1. Authors and Foundations for Operant Knowledge
 - 3.4.2. Operant Knowledge First Steps
 - 3.4.3. Applied Operant Conditioning
 - 3.5. Coping Styles and Techniques
 - 3.5.1. Coping Styles: Definition and Introduction
 - 3.5.2. Predominant Theories
 - 3.5.3. Measuring Tools
 - 3.5.4. Intervention Techniques
 - 3.6. Relaxation Techniques
 - 3.6.1. Relaxation Techniques: Introduction and Biological Foundation
 - 3.6.2. Predominant Techniques
 - 3.6.3. Use in Clinical Psychology
 - 3.7. Rational Psychotherapies
 - 3.7.1. Basis for Rational Psychotherapy
 - 3.7.2. Relevant Authors
 - 3.7.3. Clinical Use
 - 3.8. Problem-Solving Techniques
 - 3.8.1. Emergence of Problem-Solving Strategies
 - 3.8.2. Most Commonly Used Techniques
 - 3.8.3. Learning and Using Problem-Solving Techniques
 - 3.9. Social Skills Training
 - 3.9.1. The Importance of Social Skills
 - 3.9.2. Soft and Hard Skills
 - 3.9.3. Training and Work in Social Skills
 - 3.10. Emergence of Third Generation Therapies
 - 3.10.1. First Steps
 - 3.10.2. What Are Third Generation Therapies?
 - 3.10.3. Progress and Current Situation

Module 4. Mindfulness

- 4.1. Introduction and History of Mindfulness
 - 4.1.1. Buddhist Beginnings
 - 4.1.2. Conceptualization and History of Mindfulness
- 4.2. The Psychology and Psychobiology of Mindfulness
 - 4.2.1. Psychological Foundations for Mindfulness
 - 4.2.2. Psychobiology Foundations for Mindfulness
- 4.3. Relaxation Techniques
 - 4.3.1. Basis for Relaxation Techniques
 - 4.3.2. The Clinical Relevance of Relaxation Techniques
 - 4.3.3. Most Common Techniques
- 4.4. Mindfulness and Practice
 - 4.4.1. Introduction to Practices Based on Mindfulness
 - 4.4.2. Theories and Techniques
- 4.5. Mindfulness in Clinical Psychology
 - 4.5.1. When and How to Use Mindfulness
 - 4.5.2. Mindfulness Applied to Clinical Psychology
 - 4.5.3. Most Relevant Works
- 4.6. Chronic Diseases and Mindfulness
 - 4.6.1. Definition of Chronic Disease
 - 4.6.2. Chronic Patient Characteristics
 - 4.6.3. An Approach from Mindfulness
- 4.7. Mindfulness Applied to Children
 - 4.7.1. Introduction to Child Psychopathology
 - 4.7.2. Most Common Conditions
 - 4.7.3. Practice from Mindfulness
- 4.8. Benefits and Considerations in Mindfulness
 - 4.8.1. Main Benefits in Using Mindfulness
 - 4.8.2. In Which Patients Should It Be Used?



- 4.9. Coping Styles and Techniques
 - 4.9.1. What Are Coping Styles?
 - 4.9.2. Measuring Tools
 - 4.9.3. Techniques for an Improved Approach
- 4.10. The Present and Future of Mindfulness
 - 4.10.1. Mindfulness Today
 - 4.10.2. Lines of Research and Use
 - 4.10.3. Future Lines of Work

Module 5. Acceptance and Commitment Therapy (ACT)

- 5.1. History and Introduction to ACT
 - 5.1.1. The History of ACT
 - 5.1.2. The Emergence of ACT
 - 5.1.3. Most Renown Authors
- 5.2. Language as Foundation
 - 5.2.1. The Importance of Language in ACT
 - 5.2.2. Language as a Basic Factor
- 5.3. Context as a Modulating Factor
 - 5.3.1. Contextual Basis
 - 5.3.2. Context as a Modulating Factor
- 5.4. Values and Ethics in ACT
 - 5.4.1. The Concept of Values and Ethics
 - 5.4.2. The Importance of Values and Ethics in ACT
- 5.5. Common ACT Techniques
 - 5.5.1. Introduction to Therapeutic Techniques in ACT
 - 5.5.2. Most Commonly Used Techniques in ACT
- 5.6. Treating Stress in ACT
 - 5.6.1. Introduction and Conceptualization of Stress
 - 5.6.2. Theories on Stress
 - 5.6.3. Treating Stress in ACT



- 5.7. Chronic Diseases in ACT
 - 5.7.1. Introduction to Chronic Diseases
 - 5.7.2. Treating Chronic Disease in ACT
- 5.8. Personality Disorders in ACT
 - 5.8.1. Conceptualization and Introduction to Personality Disorders
 - 5.8.2. Personality Disorders from the Perspective of ACT
 - 5.8.3. Intervention and Treatment in ACT
- 5.9. Other Disorders in ACT
 - 5.9.1. Other Disorders
 - 5.9.2. Treatment and Perspectives in ACT
- 5.10. The Present and Future of ACT
 - 5.10.1. Current ACT Foundations
 - 5.10.2. Lines of Research y Future Works

Module 6. Cognitive Analytic Therapy (CAT) and Eye Movement Desensitization and Reprocessing (EMDR)

- 6.1. Introduction to CAT
 - 6.1.1. Introduction and History of CAT
 - 6.1.2. The Emergence of CAT
 - 6.1.3. Most Relevant Authors
- 6.2. Evaluation Principles in CAT
 - 6.2.1. Patient Evaluation Basis in CAT
 - 6.2.2. Interview
 - 6.2.3. Assessment Tools
- 6.3. Reformulation
 - 6.3.1. What Is Reformulation?
 - 6.3.2. Practical Application of Reformulation
- 6.4. Intervention in CAT
 - 6.4.1. Intervention Basis in CAT
 - 6.4.2. Techniques Applied to Clinical Psychology

- 6.5. The Therapeutic Relationship in CAT
 - 6.5.1. The Importance of the Therapeutic Relationship
 - 6.5.2. What Is Rapport?
 - 6.5.3. Techniques to Improve Therapeutic Relationships
- 6.6. Introduction to the Concept of Trauma
 - 6.6.1. Concept of Trauma
 - 6.6.2. Historical Basis
 - 6.6.3. Relevance in Psychology
- 6.7. The Neurobiology of Trauma
 - 6.7.1. The Somatic Impact of Trauma
 - 6.7.2. The Neurobiological Foundations of Trauma
- 6.8. Trauma Assessment
 - 6.8.1. Assessment Principles and Objectives
 - 6.8.2. Evaluation Methods
- 6.9. Trauma Intervention
 - 6.9.1. Intervention Basis in Trauma
 - 6.9.2. Self-Help Groups
 - 6.9.3. EMDR
- 6.10. Intervention Difficulties
 - 6.10.1. Predominant Problems in Working with Trauma
 - 6.10.2. Intervention Difficulties in EMDR

Module 7. Mentalization-Based Therapies

- 7.1. Introduction and History
 - 7.1.1. The Origin of Mentalization-Based Therapies
 - 7.1.2. Most Relevant Authors and Theories
- 7.2. Normality and Pathology
 - 7.2.1. The Concept of Normality
 - 7.2.2. What Is Pathological?
 - 7.2.3. Normality vs. Pathology

- 7.3. The Biopsychosocial Model
 - 7.3.1. The Need for an Integrating Model
 - 7.3.2. Basis and Foundations for the Model
 - 7.3.3. Most Relevant Authors and Theories
- 7.4. Others Explanatory Models in Health
 - 7.4.1. Most Relevant Models
 - 7.4.2. Most Relevant Authors and Works
- 7.5. Healthy Personality Development vs. Pathological
 - 7.5.1. Personality Development
 - 7.5.2. Developmental Phases
 - 7.5.3. Pathological Personalities
- 7.6. Treatment Structure
 - 7.6.1. Patient Profile
 - 7.6.2. When to Use Psychotherapy or Psychiatric Drugs?
- 7.7. Patient Capacity Determination
 - 7.7.1. Patient Suggestions
 - 7.7.2. Mentalization Capacity Determination
- 7.8. Basic Principles and Common Mistakes
 - 7.8.1. Basic Treatment Principles in Mentalization-Based Therapies
 - 7.8.2. Therapist Rookie Mistakes
 - 7.8.3. How Do We Prevent Them?
- 7.9. Mentalization-Based Psychotherapy Techniques
 - 7.9.1. Most Commonly Used Techniques in Clinical Psychology
 - 7.9.2. Advantages and Disadvantages
- 7.10. Current Situation and Future
 - 7.10.1. Current Mentalization-Based Therapies
 - 7.10.2. Future Works and Lines of Research

Module 8. Dialectical Behavioral Therapy (DBT)

- 8.1. The Introduction and History of DBT
 - 8.1.1. The Introduction and Beginnings of DBT
 - 8.1.2. The Emergence of DBT
 - 8.1.3. Most Representative Authors
- 8.2. Therapeutic Stages, Strategies and Objectives
 - 8.2.1. Stages and Strategies
 - 8.2.2. Formulating Therapeutic Objectives
- 8.3. DBT in Personality Disorders
 - 8.3.1. Interpreting Personality Disorders in DBT
 - 8.3.2. Personality Disorder Intervention and Treatment
 - 8.3.3. DBT and Borderline Personality Disorder
- 8.4. Group Therapy vs Individual Therapy
 - 8.4.1. Introduction to Group Therapy
 - 8.4.2. Advantages and Disadvantages
 - 8.4.3. What to Use It?
- 8.5. Beginnings and Considerations of Group Therapy
 - 8.5.1. The Origins of Group Therapy
 - 8.5.2. Group DBT
 - 8.5.3. Considerations to Consider
- 8.6. Group Therapy: Capacity Modules
 - 8.6.1. Capacity Work in DBT
 - 8.6.2. How to Put It into Practice?
- 8.7. DBT in Families
 - 8.7.1. The Concept of Family
 - 8.7.2. Attachment as a Foundation
 - 8.7.3. Using DBT in Families
- 8.8. DBT Applied to Other Disorders
 - 8.8.1. Other Disorders Worth Mentioning
 - 8.8.2. Working from a Dialectical Behavioral Perspective

- 8.9. Interdisciplinary Treatment
 - 8.9.1. Forming Interdisciplinary Teams
 - 8.9.2. The Figure of the Psychologist
 - 8.9.3. Advantages and Disadvantages
- 8.10. The Current Situation and Future of DBT
 - 8.10.1. Current Lines of Research
 - 8.10.2. The Future of DBT

Module 9. Positive Psychology and Emotion-Focused Therapy (EFT)

- 9.1. Introduction and Emergence of Positive Psychology
 - 9.1.1. The Medical History of Positive Psychology
 - 9.1.2. The Emergence of Positive Psychology
- 9.2. The Concept of Well-Being
 - 9.1.1. Introduction to the Concept of Well-Being
 - 9.1.2. Definitions of the Concept of Well-Being
 - 9.1.3. Explanatory Models
- 9.3. Health Psychology and Positive Psychology
 - 9.3.1. Health Psychology Foundations
 - 9.3.2. The Concept of Health
 - 9.3.3. Relation between Positive Psychology and Health Psychology
- 9.4. Positive Functioning Assessment
 - 9.4.1. Introduction to the Concept of Positive Functioning
 - 9.4.2. Evaluation Methods
- 9.5. Use in Clinical Psychology
 - 9.5.1. The Basis for Clinical Intervention
 - 9.5.2. Positive Psychology Intervention
- 9.6. Advances and Future of Positive Psychology
 - 9.6.1. The Impact of Positive Psychology
 - 9.6.2. Future Lines of Research and Works

- 9.7. The Emergence of EFT
 - 9.7.1. Origins and History of EFT
 - 9.7.2. The Emergence of EFT
- 9.8. Introduction to EFT Work
 - 9.8.1. EFT and Clinical Practice
 - 9.8.2. EFT Techniques
- 9.9. Gestalt Therapy
 - 9.9.1. The Benefits of Using Gestalt in Clinical Practice
 - 9.9.2. The Importance of the Emergence of Gestalt Schools
 - 9.9.3. Influence Today
- 9.10. Most Common Work Techniques
 - 9.10.1. Most Common EFT Techniques
 - 9.10.2. Clinical Techniques in Positive Psychology
 - 9.10.3. Techniques of Interest in Gestalt Methodologies

Module 10. Information Communication Technologies (ICTs) and Therapeutic Use

- 10.1. What are ICTs?
 - 10.1.1. Concept of ICT
 - 10.1.2. ICTs Classification
- 10.2. First Steps in Therapy
 - 10.2.1. First Authors to Focus on ICTs and New Technologies
 - 10.2.2. First Clinical Uses
- 10.3. Phobias and Types
 - 10.3.1. Concept and Definition of Phobia
 - 10.3.2. Types of Existing Phobia
- 10.4. Social Phobia and Agoraphobia
 - 10.4.1. Introduction and Conceptualization of Social Phobia
 - 10.4.2. Introduction and Conceptualization of Agoraphobia
 - 10.4.3. Evaluation and Diagnosis



- 10.5. Treatment Program for Agoraphobia
 - 10.5.1. The Beginnings of Treatment for Agoraphobia
 - 10.5.2. Current Treatment Programs
- 10.6. Virtual Reality (VR) as Treatment
 - 10.6.1. What Is VR and How Does It Work?
 - 10.6.2. First Clinical Practices Using RV
 - 10.6.3. Advantages and Disadvantages
- 10.7. VR in Treating Specific Phobias
 - 10.7.1. First Works
 - 10.7.2. Most Relevant Authors
 - 10.7.3. Results
- 10.8. Training in Anxiety Management
 - 10.8.1. The Concept of Anxiety
 - 10.8.2. Treating and Improving Anxiety Control
 - 10.8.3. New Technology Uses
- 10.9. Amaxophobia and Aerophobia Treatment
 - 10.9.1. Introduction to Amaxophobia and Aerophobia
 - 10.9.2. Common Patterns and Treatment Difficulties
 - 10.9.3. Benefits to Using New Technologies
 - 10.9.4. Current Treatments
- 10.10. Current Situation and Future of ICTs
 - 10.10.1. New Technologies Today
 - 10.10.2. Problems and Advantages
 - 10.10.3. Lines of Research y Future Works

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.



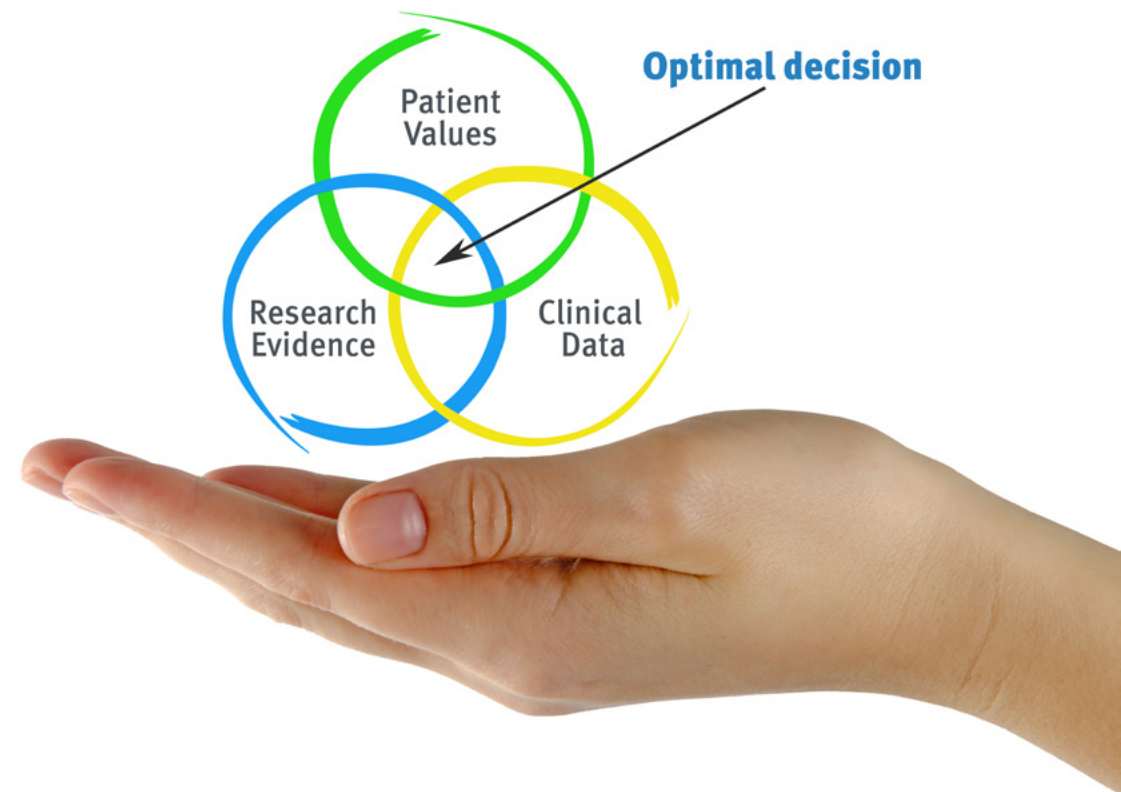
“

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.

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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.



06

Certificate

The Professional Master's Degree in Third Generation Therapies 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 Third Generation Therapies** 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 Third Generation Therapies**

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



Professional Master's Degree Third Generation Therapies

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

Professional Master's Degree

Third Generation Therapies

