

Postgraduate Certificate

Unspecified Disorders in the DSM-5 for Teachers





Postgraduate Certificate

Unspecified Disorders in the DSM-5 for Teachers

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 8 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/education/postgraduate-certificate/unspecified-disorders-dsm-5-teachers

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01

Introduction

There are psychological disorders in children and adolescents that, although not codified in the international manual of mental disorders, can frequently appear in minors. Therefore, it is essential to have advanced knowledge of these disorders, enabling educators to detect any anomalies. If you wish to specialize in this field, don't hesitate—get qualified with us.



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Learn about the main disorders that may affect your students and obtain the necessary training to identify them”

Child and adolescent psychopathology has evolved since its origins, with new therapies continually being applied to improve patient outcomes. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) lists the main pathologies in this area; however, there are still other conditions that are not coded but may frequently appear in minors. These are precisely the conditions that this Postgraduate Certificate focuses on. In this way, educators will gain advanced knowledge of these types of pathologies that they may encounter in their daily practice.

In fact, new disorders have emerged, such as violence from children to parents, as well as changes in the nature of conditions like anorexia, depression, and substance or relationship dependence, both in terms of their onset and the way they manifest.

These changes compel us to reassess the knowledge and tools that were once effective, but are now only useful if we incorporate or challenge the findings of recent research.

This Postgraduate Certificate is unique for presenting all the key aspects of child and adolescent psychopathology in a clear manner with the highest professional rigor. Don't miss the opportunity to specialize with the best, in a comfortable and practical way, as you will be the one to choose when and where to study, given that this is a 100% online training program.

This **Postgraduate Certificate in Unspecified Disorders in the DSM-5 for Teachers** contains the most complete and up-to-date educational program on the market.

The most important features include:

- ♦ The development of practical cases presented by experts in the field
- ♦ 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
- ♦ The latest developments on Unspecified Disorders in the DSM-5 for Teachers
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies in the study of Unspecified Disorders in the DSM-5 for Teachers
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



Update your knowledge through this Postgraduate Certificate in a practical and tailored way to meet your needs"

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This Postgraduate Certificate is the best investment you can make when selecting a professional development program to expand your training on Unspecified Disorders in the DSM-5”

The program includes a faculty of professionals from the teaching field, who bring their practical experience to this specialization, along with recognized 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 education programmed to learn 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. To achieve this, the professional will have the support of an innovative interactive video system created by renowned experts in Unspecified Disorders in the DSM-5, with extensive experience in the field.

We have the best teaching methodology, the latest educational technology and plenty of interactive material developed by specialists in the subject. You won't find a more up-to-date training anywhere else.

The training includes real-life case studies and exercises to bring the program's development closer to teaching practice.



02

Objectives

The main goal of the program is the development of theoretical and practical learning, ensuring that the teacher masters child and adolescent psychopathology in a practical and rigorous manner.



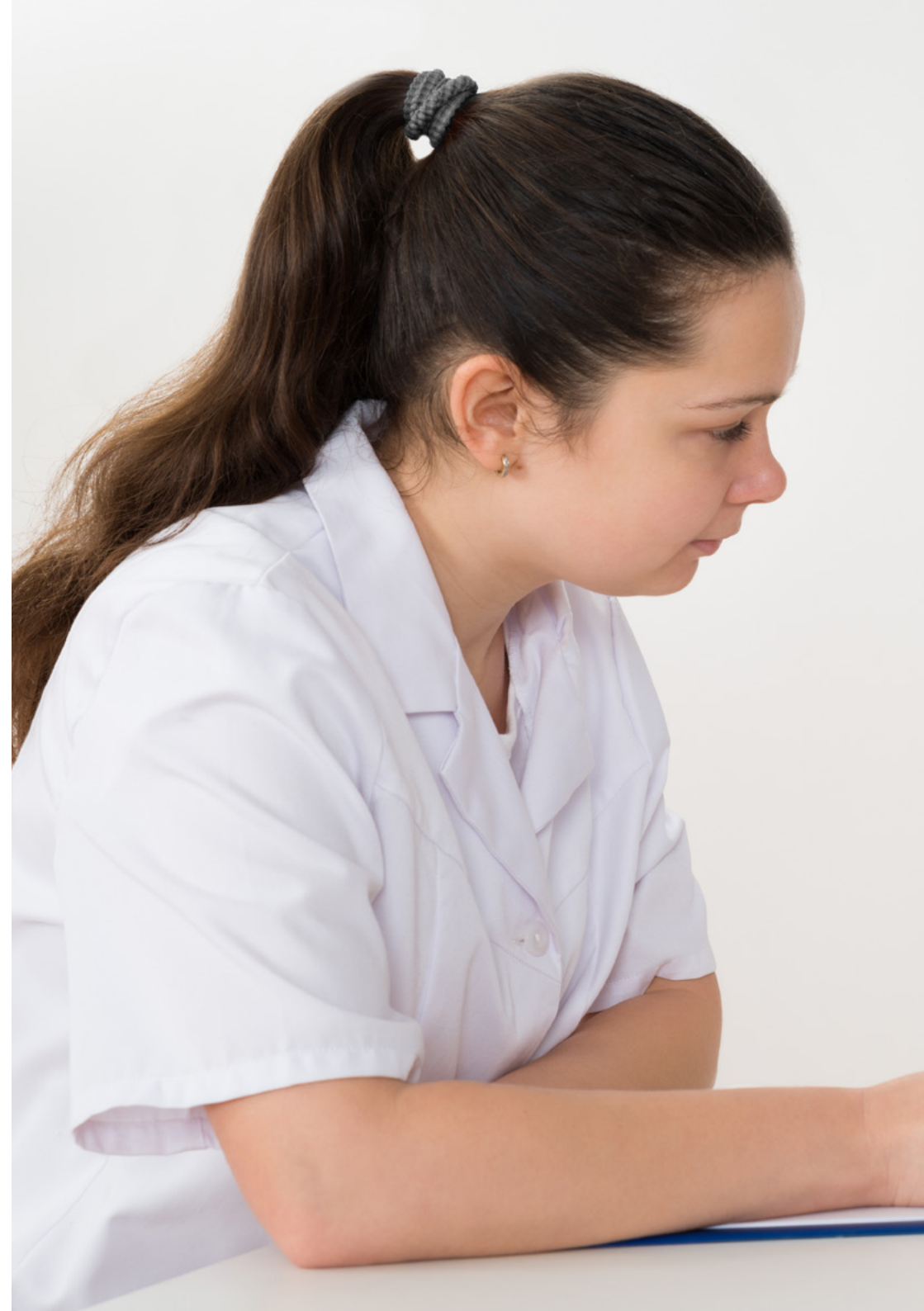
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This refresher program will provide you with a sense of confidence in your daily work, which will help you grow both personally and professionally”



General Objectives

- ♦ Develop the mastery of the Time Limited Psychotherapy model within the framework of third generation Psychotherapies
- ♦ Describe in protocols the intervention programs with this type of patients (children and adolescents), taking into account the characteristics and aspects of these ages
- ♦ Identify the evolution of different disorders listed in the DSM-5 or ICD-10
- ♦ Master the fields of medical-psychologist interaction in treatments of children and adolescents
- ♦ Provide the professional with all the up-to-date references on diagnosis, intervention and therapeutic process in children and adolescents
- ♦ Frame all the information within a multidisciplinary framework model in the study of the biopsychosocial framework of the child and adolescent





Specific Objectives

- ♦ Employ silence in intervention with children and adolescents
- ♦ Manage emotional crises within a session with children or adolescents
- ♦ Master assessment and intervention tools using all senses
- ♦ Identify and use information from educational and family agents surrounding the child and adolescent
- ♦ Develop the intervention according to the mental logic at these ages
- ♦ Describe the patient's emotional schemas
- ♦ Master the relationship to become the patient's referent without entering into competition with their parents or current referents
- ♦ Manage and stabilize the emotional and affective deficiencies of the patient within the intervention
- ♦ Master and manage the differential characteristics of psychological pathologies in this age group
- ♦ Identify and master the clinical and prognostic features of the various disorders of childhood and adolescence
- ♦ Use intervention to determine when it is necessary for other professionals to join the analysis process
- ♦ Develop and understand mutations and new forms of disease
- ♦ Develop knowledge discriminating an important problem of the natural evolution of the child and adolescent
- ♦ Manage and master current psychopathology
- ♦ Develop follow-up models that express the changes of pathologies in childhood and adolescence

03

Course Management

The program includes a faculty of leading specialists in child and adolescent psychopathology, who bring their professional experience to this specialization. Additionally, other highly recognized experts contribute to the design and development of the program, providing an interdisciplinary approach.



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*We have the best professionals to offer
you high-quality education”*

Management



Dr. Otero, Veronica

- ♦ European specialist psychologist in Psychotherapy at the CEP health center of Bilbao
- ♦ Head of the children and youth area of intervention with PTL in the CEP of Bilbao
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Child and Adolescent Specialist
- ♦ Expert in Intervention with Time-Limited Psychotherapy in Psychosomatic Disorders
- ♦ Psychotherapist certified by Europsy
- ♦ Child and Adolescent Psychologist Evaluation and Psychotherapy Center. Bilbao Headquarters

Coordination

Dr. Aguado Romo, Roberto

- ♦ Psychologist specializing in Clinical Psychology
- ♦ Psychologist European specialist in Psychotherapy
- ♦ Managing Director of evaluation and psychotherapy centers in Madrid, Bilbao, and Talavera de la Reina
- ♦ Author of Time-Limited Psychotherapy
- ♦ Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies



04

Structure and Content

The structure of the content has been designed by a team of professionals knowledgeable about the implications of the specialization in the daily practice of teachers, aware of the importance of up-to-date training to effectively address students with any type of psychopathology, while providing quality teaching through new educational technologies.





“

*This Postgraduate Certificate contains
the most complete and up-to-date
university program on the market”*

Module 1. Uncodified Disorders in the DSM-5 That Have Emerged in Recent Years in Psychological Consultations

- 1.1. Explosive Syndrome of Tantrums and Rage
 - 1.1.1. Explosive Syndrome of Tantrums and Rage
 - 1.1.2. Emotional Hijacking in Children
 - 1.1.3. Secondary Benefit
- 1.2. Emperor Syndrome
 - 1.2.1. Children Who Abuse Their Parents
 - 1.2.2. Emotional Insensibility
 - 1.2.3. Lack of Moral Bond
 - 1.2.4. Failure to Learn from Mistakes
- 1.3. Pathological Egocentrism
 - 1.3.1. Absence of Attachment
 - 1.3.2. Focused on Egocentric Goals
 - 1.3.3. Lying
 - 1.3.4. Cruel Acts
- 1.4. Oppositional Defiant Disorder
 - 1.4.1. Gets Angry and Has Tantrums
 - 1.4.2. Argues with Adults
 - 1.4.3. Actively Defies Adults
 - 1.4.4. Refuses to Follow Rules
 - 1.4.5. Deliberately Annoys Others
 - 1.4.6. Blames Others for Their Mistakes
 - 1.4.7. Holds Grudges and is Vengeful
 - 1.4.8. Is Easily Upset by Others
- 1.5. Non-Compliance with Rules and Boundaries
 - 1.5.1. Attention Deficit
 - 1.5.2. Punishment Does Not Motivate Them
 - 1.5.3. Low Self-Esteem



- 1.6. Phone Addiction
 - 1.6.1. Panic Sensation When Without a Phone
 - 1.6.2. Finds the Whole World in It
 - 1.6.3. Entertainment, Release, Expectation, Hope, Connection
- 1.7. Compulsive Lying
 - 1.7.1. Pseudologia Fantastica
 - 1.7.2. Distorting Reality for Personal Gain
 - 1.7.3. Addiction to Lying
- 1.8. Criminal Use of the Internet
 - 1.8.1. They Know Their Passwords
 - 1.8.2. More Knowledge of Browsing Than Adults
 - 1.8.3. No Limits, a Sense of Control
- 1.9. Cyberbullying
 - 1.9.1. The Perpetrator
 - 1.9.2. The Victim
 - 1.9.3. The Passive Bystanders
 - 1.10. NEET Personality (Not in Employment, Education, or Training)
 - 1.10.1. (Neither Studies, Works, Nor Receives Training)
- 1.11. Emotional Dependency Syndrome
 - 1.11.1. Need to Keep the Person Located
 - 1.11.2. Obsession with the Person
 - 1.11.3. Constant Need for Approval
 - 1.11.4. Only Happy With That Person
 - 1.11.5. Feeling Uncomfortable for Staying with Them
- 1.12. Latchkey Children
 - 1.12.1. Work-Life Balance
 - 1.12.2. Parents' Profile
 - 1.12.3. Emotional Detachment
- 1.13. Suicide in Children and Adolescents
 - 1.13.1. Altruistic, Egoistic, and Anonymous Suicide (Durkheim)
 - 1.13.2. Origin and Form
 - 1.13.3. Indicators
- 1.14. Self-Harm by Dermatological Artifact
 - 1.14.1. Relief from Emotional Pain
 - 1.14.2. Prelude to Suicidal Acts?
- 1.15. Avoidance Syndrome
 - 1.15.1. Safety Is Found in Avoiding Life
 - 1.15.2. Reinforcement of Avoidance and Nucleus Accumbens
- 1.16. Negativism
- 1.17. Vandalism
- 1.18. Conduct Disorder
 - 1.18.1. Aggression to People or Animals
 - 1.18.2. Destruction of Property
 - 1.18.3. Fraud or Theft
 - 1.18.4. Severe Violation of Norms
- 1.19. New Faces of Eating Disorders
 - 1.19.1. Selective Anorexia
 - 1.19.2. Anorexia with Sexual Behavior
 - 1.19.3. Compulsive Overeating
- 1.20. New Addictive Components in Substance Abuse

05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

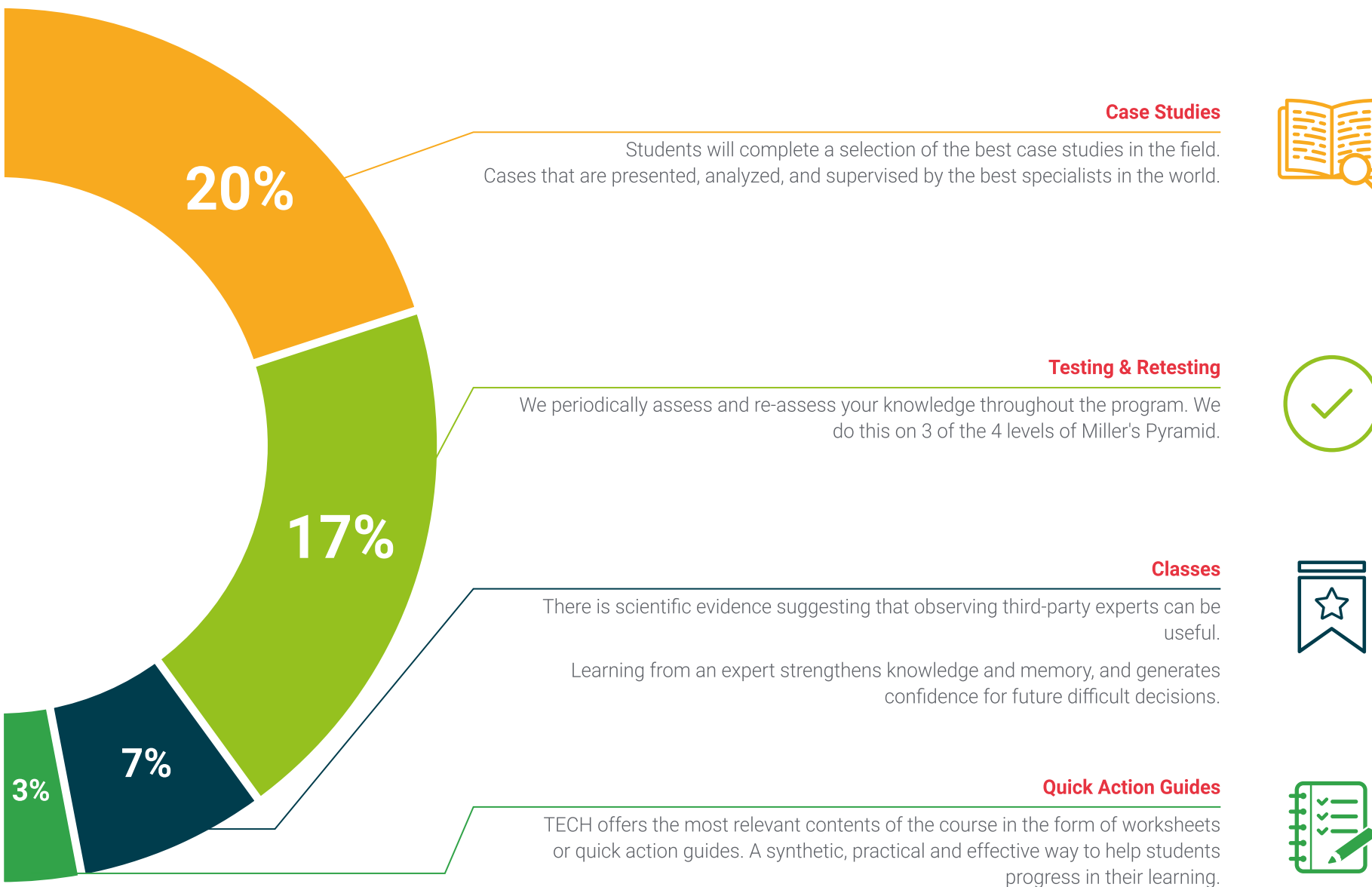
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





06

Certificate

The Postgraduate Certificate in Unspecified Disorders in the DSM-5 for Teachers guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate 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 diploma for the **Postgraduate Certificate in Unspecified Disorders in the DSM-5 for Teachers** 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.

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Modality: **online**

Duration: **6 weeks**

Accreditation: **8 ECTS**





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