Master's Degree

Child and Adolescent Psychopathology

tech global university

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Master's Degree
Child and Adolescent Psychopathology

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

Website: **www.techtitute.com/us/education/master-degree/master-child-adolescent-psychopathology**

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01

Introduction to the Program

The educator plays a key role in the early detection of Psychopathology, as they interact daily with the student, are familiar with their academic development, and can accurately recognize their pedagogical needs. For this reason, experts need to master the most sophisticated techniques to identify special educational needs and learning difficulties. Only in this way can they intervene promptly and adapt the school curriculum to ensure that all individuals reach their full potential. In response to this, TECH presents an innovative university program in Child and Adolescent Psychopathology. Additionally, the program is offered through a convenient, fully online format.

Thanks to this 100% online program, you will adapt pedagogical strategies to the needs of students with psychopathologies"

According to data from the World Health Organization, 4 out of 10 children and adolescents suffer from some form of mental disorder. In school environments, these disorders manifest as poor performance, behavioral problems, social isolation, or difficulties in language and attention. In response to this reality, educators need modern tools that allow them to adjust their pedagogical approaches for students with these psychopathologies in the classroom. In this way, they will ensure that all students reach their full academic potential in a safe and motivating environment.

To facilitate this task, TECH Global University has created a pioneering program in Child and Adolescent Psychopathology. The curriculum will delve into the various developmental and psychopathological contexts in childhood and adolescence, as well as the important role of families in their development. Moreover, the curriculum will focus on the most effective techniques for early identification of complex conditions such as Neurodevelopmental Disorders. As a result, graduates will develop advanced skills to design educational strategies tailored to the needs of each student. They will also be trained to implement preventive measures in the classroom, promote inclusion, and support families in the psychoeducational guidance of the child. Various contexts may arise in these students, from the most common disorders to the comorbidities that may result from their condition.

Regarding the methodology of the university program, it is based on TECH's Relearning method, which ensures thorough assimilation of complex concepts. The only requirement for professionals to access this Virtual Campus is a device with internet access. There, they will enjoy a variety of supporting multimedia resources such as explanatory videos, specialized readings, and interactive summaries.

Additionally, a recognized International Guest Director will offer 10 intensive Masterclasses.

This **Master's Degree in Child and Adolescent Psychopathology** contains the most complete and up-to-date university program on the market. Its most notable features are:

- The development of practical cases presented by experts in Child and Adolescent Psychopathology
- 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 the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies in Child and Adolescent Psychopathology
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an internet connection

A prestigious International Guest Director will offer 10 exclusive Masterclasses on the latest advances in addressing Child and Adolescent Psychopathology"

You will delve into the different psychopathological contexts in childhood and adolescence, examining the characteristics of each one"

The Relearning system applied by TECH in its programs reduces the long hours of study so frequent in other teaching methods.

You will identify early signs of emotional, behavioral, and cognitive disturbances in school contexts.

The teaching staff includes professionals from the field of Child and Adolescent Psychopathology, who bring their work experience to this program, as well as 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 an immersive learning experience designed to prepare for real-life situations.

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

02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.

Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.

03

Syllabus

The syllabus will explore the different developmental stages and the psychopathological manifestations that may arise in both childhood and adolescence. Additionally, the syllabus will cover the most effective tools for the early detection of complex disorders, such as neurodevelopmental disorders. As a result, graduates will acquire the competencies to design personalized educational responses, implement preventive measures in the classroom, and promote highly inclusive environments.

You will address the neuropsychological processes involved in behavior and learning"

Module 1. History of Psychology: Child and Adolescent Psychopathology

1.1. Background of General Psychology
- 1.1.1. The Birth of Scientific Psychology
- 1.1.2. Psychology In the first Half of the 20th Century
- 1.1.3. Psychology In the Second Half of the 20th Century

1.2. Child Psychology. Why Should We Study Children?
- 1.2.1. What is Child Psychology?
- 1.2.2. Developmental Psychology
- 1.2.3. Why Should We Study Children?
- 1.2.4. Topics of Study in Developmental Psychology

1.3. Historical Evolution of Child and Adolescent Psychopathology
- 1.3.1. What is Child and Adolescent Psychopathology?
- 1.3.2. Historical Evolution of Child and Adolescent Psychopathology
- 1.3.3. Methodological Foundations of Child Psychopathology

1.4. Normal Psychological Development
- 1.4.1. What is Normal Psychological Development?
- 1.4.2. Factors Influencing Normal Psychological Development

1.5. Theories of Child Development
- 1.5.1. What Are Child Development Theories?
- 1.5.2. Main Theories of Child Development

1.6. Evolution and Transitions between Normal and Pathological
- 1.6.1. What is Normal?
- 1.6.2. What is a Psychopathological Problem?
- 1.6.3. Transitions between Normal and Pathological

1.7. General Etiology of Psychopathological Disorders in Childhood
- 1.7.1. Introduction and Concept of "Etiology"
- 1.7.2. Main Etiologies of Psychopathological Disorders in Childhood

1.8. Understanding Symptoms in Child Psychopathology
- 1.8.1. Concept of Symptoms and Signs of Somatic and Psychopathological Illness
- 1.8.2. How to Identify Symptoms in Child Psychopathology
- 1.8.3. Possible Masks of Childhood and Adolescent Psychopathology

1.9. Personal Characteristics and Most Common History of the Disease in Childhood
- 1.9.1. Background of Disease in the Childhood
- 1.9.2. Inheritance-Environment
- 1.9.3. Personal Characteristics Influencing the Development of the Disease in Childhood

1.10. Major or Minor Psychopathological Problems and Difficulties
- 1.10.1. Minor Psychopathological Problems
- 1.10.2. Major Psychopathological Problems

Module 2. Therapeutic Relationship with the Child Assessment and Diagnosis Process in Child and Adolescent Psychopathology

2.1. Therapeutic Relationship with Children and Adolescents
- 2.1.1. Infant and Adolescent Characteristics
- 2.1.2. Establishment of a Therapeutic Alliance with the Minor
- 2.1.3. Keys in the Therapeutic Relationship

2.2. Communication and Language Techniques in the Therapeutic Relationship in Childhood and Adolescence
- 2.2.1. Importance of Communication and Language Techniques in the Therapeutic Relationship with the Minor
- 2.2.2. Most Common Communication and Speech Techniques for Successful Psychological Therapy with the Infant
- 2.2.3. Communication Difficulties in Therapy

2.3. Evaluation and Diagnosis Process in Childhood: Phases
- 2.3.1. The Assessment Process in the Childhood and Adolescence Stage
- 2.3.2. Diagnosis in Childhood and Adolescence

2.4. Areas of Psychological Functioning to be Assessed
- 2.4.1. Main Areas of Psychological Functioning to be Assessed in the Child and Adolescent Stage
- 2.4.2. Other Areas of Functioning to be Considered by the Therapist

2.5. Diagnostic Objectives
- 2.5.1. Keys to an Accurate Diagnosis
- 2.5.2. Main Objectives in the Diagnosis of the Most Common Psychopathologies in Childhood and Adolescence

2.6. The Assessment and Diagnostic Process: Means for Assessment and Diagnosis
- 2.6.1. Interview
- 2.6.2. Main Instruments Used in the Diagnosis of Psychopathologies in Childhood and Adolescence

2.7. Evolution of Assessment and Diagnostic Instruments
- 2.7.1. Introduction to the Most Common Assessment and Diagnostic Instruments
- 2.7.2. New Lines of Assessment and Diagnosis

2.8. Errors in Diagnosis in the Childhood and Adolescence Stage
- 2.8.1. When Can Errors in Diagnosis Occur?
- 2.8.2. Modulating Factors
- 2.8.3. Most Common Mistakes

2.9. Framing of the Family System in Psychological Therapy
- 2.9.1. Concept of Family System
- 2.9.2. The Family System in Psychological Therapy
- 2.9.3. Problems Related to Family Involvement in the Minor's Therapy

2.10. Family Evaluation
- 2.10.1. Family Therapy vs. Individual Therapy
- 2.10.2. Key Aspects for Family Assessment
- 2.10.3. Measuring Instruments in Family Assessment

Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family

3.1. Developmental Contexts
- 3.1.1. What Are Developmental Contexts?
- 3.1.2. Types of Developmental Contexts
- 3.1.3. Importance of Developmental Contexts in the Development of Childhood and Adolescent Psychopathology

3.2. Pathologies of the Microcontext, Pathology of the Mesocontext and Pathology of the Macrocontext
- 3.2.1. Microcontext Pathologies
- 3.2.2. Mesocontext Pathologies
- 3.2.3. Macrocontext Pathologies

3.3. Antonomous Self, Social Self, Family Self
- 3.3.1. Autonomous Self
- 3.3.2. Social Self
- 3.3.3. Family Self

3.4. Characteristics of the Pathological Family
- 3.4.1. The Role of the Family in the Development of Psychopathologies
- 3.4.2. Characteristics of the Pathological Family
- 3.4.3. Influences of the Pathological Family on the Infant

3.5. Conflictive Bonds
- 3.5.1. Introduction to the Bonding Concept
- 3.5.2. Concept of Attachment
- 3.5.3. Types of Conflicting Bonds

3.6. Type of Child and Sibling History
- 3.6.1. Introduction to the Concept of Child in the Family
- 3.6.2. Child Type
- 3.6.3. The Role of Siblings in Normal and/or Pathological Development

3.7. Family Psychopathology and its Impact on the Infant
- 3.7.1. Psychopathology in the Family
- 3.7.2. Influence of Family Psychopathology in the Infant and Adolescent

3.8. Problematic Extrafamilial Environment
- 3.8.1. Introduction to the Concept of Extrafamilial Environment vs.Intrafamilar Environment
- 3.8.2. Problematic Types of Family Environments

3.9. Influence of Family Socioeconomic Status, Culture and Media
- 3.9.1. Introduction to the Concept of Socioeconomic Position of the Family Member
- 3.9.2. Influence of Culture in the Development of Pathologies in Children and Adolescents
- 3.9.3. Influence of Media on the Development of Pathologies in the Childhood and Adolescent Stage

3.10. Risk and Protective Factors for Mental Health in Childhood
- 3.10.1. Introduction to the Concept of Modulatory Factors
- 3.10.2. Risk Factors for Mental Health in Childhood
- 3.10.3. Protective Factors for Mental Health in Childhood

Module 4. Pathological Universes in Childhood and Adolescence (I)

4.1. Neurodevelopmental Disorders
- 4.1.1. What are Neurodevelopmental Disorders?
- 4.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
- 4.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence

4.2. Schizophrenia Spectrum and Other Psychotic Disorders
- 4.2.1. What are Schizophrenia Spectrum Disorders and other Psychotic Disorders?
- 4.2.2. Disorders Included in the Diagnostic Category of Schizophrenia Spectrum and Other Psychotic Disorders
- 4.2.3. Childhood Schizophrenia

4.3. Bipolar Disorder and Related Disorders
- 4.3.1. What are Bipolar and Related Disorders?
- 4.3.2. Disorders Included in the Diagnostic Category of Bipolar Disorder and Related Disorders

4.4. Depressive Disorders
- 4.4.1. The Universe of Depressive Disorders
- 4.4.2. Disorders Included in the Diagnostic Category "Depressive Disorders"

4.5. Anxiety Disorders
- 4.5.1. Anxiety Disorders
- 4.5.2. Types of Anxiety Disorders included in the DSM-V
- 4.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence.

4.6. Obsessive Compulsive Disorder and Related Disorders
- 4.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
- 4.6.2. Disorders Included in the Diagnostic Category of Obsessive-Compulsive Disorder and Related Disorders"

4.7. Trauma- and Stressor-Related Disorders
- 4.7.1. What Are Trauma- and Stressor-Related Disorders?
- 4.7.2. Disorders Included in the Diagnostic Category of Trauma- and Stressor-Related Disorders

4.8. Dissociative Disorders
- 4.8.1. Characteristics of Dissociative Disorders
- 4.8.2. Disorders Included in the Diagnostic Category of Dissociative Disorders

4.9. Somatic Symptom Disorders and Related Disorders
- 4.9.1. What Are Somatic Symptom and Related Disorders?
- 4.9.2. Disorders Included in the Diagnostic Category of Somatic Symptom and Related Disorders
- 4.9.3. Evidence and Data of Relevance on Factitious Disorder as Applied to Another (in Children and Adolescents)

4.10. Feeding and Eating Disorders
- 4.10.1. What Are Feeding and Eating Disorders?
- 4.10.2. Feeding and Eating Disorders Included in the DSM-5
- 4.10.3. Relevant Data on Eating and Food Intake Disorders in Adolescence.

Module 5. Pathological Universes in Childhood and Adolescence II

5.1. Elimination Disorders
- 5.1.1. What is called "Excretion Disorders"?
- 5.1.2. Types of Excretion Disorders

5.2. Sleep-Wake Disorders
- 5.2.1. Common Characteristics of Sleep-Wake Disorders
- 5.2.2. Sleep-Wake Disorders Included in the Diagnostic Category "Sleep-Wake Disorders"

5.3. Gender Dysphoria
- 5.3.1. Gender Dysphoria
- 5.3.2. Relevant Situations of the Gender Factor in the Childhood and Adolescence
- 5.3.3. How Today's Children Experience Sexual Problems?

5.4. Disruptive, Impulse-Control and Behavioral Disorders
- 5.4.1. Types of Disruptive, Impulse-Control and Behavioral Disorders
- 5.4.2. Common Problems Related to Behavioral Control of Children in Psychological Therapy

5.5. Substance Abuse and Addictive Disorders
- 5.5.1. What are the Disorders Related to Substance Abuse and Addictive Disorders?
- 5.5.2. Disorders Included in the Diagnostic Category of "Substance-Related and Addictive Disorders"

5.6. General Personality Disorder
- 5.6.1. Personality Theories
- 5.6.2. General Personality Disorder According to DSM-V

5.7. Paraphilic Disorders
- 5.7.1. Paraphilic Disorders
- 5.7.2. Incidence of Paraphilic Disorders in Childhood and Adolescence.

5.8. Other Problems that can be Targeted Clinical Care
- 5.8.1. Parent-Child Relationship Problems and Sibling Relationship Problems
- 5.8.2. Child Abuse and Neglect. Sexual Abuse

Module 6. Intelligence

6.1. History and Introduction to the Concept of Intelligence
- 6.1.1. The Concept of Intelligence
- 6.1.2. First Works on Intelligence

6.2. Multiple Intelligences
- 6.2.1. Concept of Multiple Intelligences
- 6.2.2. Theory of Multiple Intelligences

6.3. Emotional Intelligence
- 6.3.1. What is Emotional Intelligence?
- 6.3.2. Main Theories on Emotional Intelligence
- 6.3.3. Daniel Goleman's Figure

6.4. Assessment and Diagnosis
- 6.4.1. Evaluation and Diagnosis of Intelligence
- 6.4.2. Major Instruments for Measuring Intelligence

6.5. Intellectual Disability
- 6.5.1. Concept of Intellectual Disability and Comorbidity with Other Mental Health Conditions.
- 6.5.2. Evaluation and Diagnosis of Intellectual Disability

6.6. Learning Disorders
- 6.6.1. What are Learning Disorders?
- 6.6.2. Main Learning Disorders
- 6.6.3. Assessment and Diagnosis of Learning Disorders

6.7. High Abilities. Differential Diagnosis
- 6.7.1. Introduction to the Concept of High Abilities
- 6.7.2. Differential Diagnosis
- 6.7.3. High Abilities in Autism

6.8. Intervention Programs
- 6.8.1. Principles of Intervention Programs Related to Intelligence and Learning Disorders
- 6.8.2. Intervention Programs

Module 7. Personality Disorders in Childhood and Adolescence

7.1. Paranoid Personality Disorder
- 7.1.1. Introduction to Paranoid Personality Disorder
- 7.1.2. Diagnostic Criteria
- 7.1.3. Paranoid Personality in Childhood

7.2. Schizoid Personality Disorder
- 7.2.1. Introduction to Schizoid Personality Disorder
- 7.2.2. Diagnostic Criteria
- 7.2.3. Schizoid Personality in Childhood and Adolescence

7.3. Schizotypal Personality Disorder
- 7.3.1. Introduction to Schizotypal Personality Disorder
- 7.3.2. Diagnostic Criteria
- 7.3.3. Schizotypal Personality in Minors. Differences with Adults

7.4. Borderline Personality Disorder
- 7.4.1. Introduction to Borderline Personality Disorder
- 7.4.2. Diagnostic Criteria
- 7.4.3. Borderline Personality in Childhood and Adolescents

7.5. Narcissistic Personality Disorder
- 7.5.1. Introduction to Narcissistic Personality Disorder
- 7.5.2. Diagnostic Criteria
- 7.5.3. Narcissist Personality in Children

7.6. Antisocial Personality Disorder
- 7.6.1. Introduction to Antisocial Personality Disorder
- 7.6.2. Diagnostic Criteria
- 7.6.3. Antisocial Personality in Minors

7.7. Histrionic Personality Disorder
- 7.7.1. Introduction to Histrionic Personality Disorder
- 7.7.2. Diagnostic Criteria
- 7.7.3. Histrionic Personality in Childhood and Adolescence

7.8. Avoidant Personality Disorder
- 7.8.1. Introduction to Avoidant Personality
- 7.8.2. Diagnostic Criteria
- 7.8.3. Avoidant Personality and Its Relation to Childhood and Adolescence

7.9. Dependent Personality Disorder
- 7.9.1. Introduction to Dependent Personality Disorder
- 7.9.2. Diagnostic Criteria
- 7.9.3. Dependent Personality and Its Relation to Childhood and Adolescence
- 7.9.4. Implications of Dependent Personality in Adulthood

7.10. Obsessive-Compulsive Personality Disorder
- 7.10.1. Introduction to the Concept of Obsessions and Compulsions
- 7.10.2. Concept of Compulsive Personality Disorder and Diagnostic Criteria
- 7.10.3. Obsessive-Compulsive Personality in Childhood

Module 8. Autism Spectrum Disorder

8.1. History and Evolution of the Autism Spectrum Disorder
- 8.1.1. Autism Spectrum throughout History
- 8.1.2. The Autism Spectrum Today

8.2. Myths About Autism Spectrum Disorder
- 8.2.1. Myths and Stereotypes on ASD
- 8.2.2. The Truth about ASD
- 8.2.3. Discrimination Against Patients with ASD vs. Patients with Down Syndrome

8.3. Etiology and Diagnostic Categorization of Autism Spectrum Disorder.
- 8.3.1. Introduction to Etiology of ASD
- 8.3.2. Main Theories on the Origin of ASD
- 8.3.3. Categorization of ASD According to the DSM-5
- 8.3.4. Positions on DSM-5 Categorization

8.4. Family Atmosphere in the Psychopathology of the Autism Spectrum: Consequences, Family Adaptation
- 8.4.1. Introduction to the Role of the Family in the Development of Children with ASD
- 8.4.2. Protective and Risk Factors in the Family
- 8.4.3. Consequences in the Family When a Member Has ASD

8.5. Evaluation Instruments for Diagnosis in Autism Spectrum Disorders
- 8.5.1. Introduction to Assessment and Diagnosis of ASD
- 8.5.2. Main Assessment Instruments for the Diagnosis of ASD
- 8.5.3. New Lines of Research

8.6. Comorbidity and Differential Diagnosis
- 8.6.1. Introduction
- 8.6.2. ASD Comorbidity
- 8.6.3. ASD Differential Diagnosis

8.7. Intervention Method in Clinical Cases in Children and Adolescents With ASD
- 8.7.1. Introduction to Intervention in ASD
- 8.7.2. Main Intervention Methodologies

8.8. The Role of Early Care
- 8.8.1. What Is Early Care?
- 8.8.2. Early Care in ASD

8.9. Intellectual Deficit and Autism Spectrum Disorders
- 8.9.1. Introduction to the Concept of Intellectual Deficit
- 8.9.2. Relationship Between ASD and Intellectual Deficit

Module 9. Others Related Problems

9.1. Anger and Aggressiveness Problems
- 9.1.1. Introduction to Anger and Aggressiveness Problems
- 9.1.2. Anger and Aggressiveness Problems in the Psychological Consultation

9.2. Substance Addiction Problems
- 9.2.1. Introduction to Substance Addiction
- 9.2.2. The problems of Substance Abuse in MInors
- 9.2.3. Substance Abuse Fads in Minors

9.3. Substance Addiction Problems(TIC)
- 9.3.1. Introduction to ICT
- 9.3.2. Addiction to ICTs in Minors

9.4. Problems Derived from ICT
- 9.4.1. Major Problems Derived from ICT

9.5. Emotional Problems in Childhood and Adolescence
- 9.5.1. Introduction to Emotions
- 9.5.2. Emotions in Childhood and Adolescence
- 9.5.3. Major Emotional Problems in Childhood and Adolescence

9.6. Self-Esteem and Self-Concept Problems
- 9.6.1. Introduction to the Concept of Self-Esteem and Self-Concept
- 9.6.2. Major Self-Esteem and Self-Concept Problems

9.7. Suicide in Childhood and Adolescence
- 9.7.1. Introduction to Suicide
- 9.7.2. Suicides in the Childhood and Adolescence Stage

9.8. Characteristics of Oppositional Defiant in Children and Adolescents
- 9.8.1. Introduction to Oppositional Defiant Disorder
- 9.8.2. Major Characteristics of Oppositional Defiant in Children and Adolescents
- 9.8.3. Major Characteristics of Oppositional Defiant in Adolescents

9.9. The Most Common Neurodevelopment Conditions
- 9.9.1. Introduction the Neurodevelopment Conditions
- 9.9.2. Neurodevelopment Conditions in Minors

Module 10. Treatment and Intervention of Child and Adolescent Psychopathologies. General Treatment Principles

10.1. Factors Influencing Treatment Outcome
- 10.1.1. Modulating Factors in Child Treatment

10.2. Treatment Modalities
- 10.2.1. Introduction to the Treatment of Child and Adolescent Psychopathology
- 10.2.2. Different Treatment Modalities for Children and Adolescents

10.3. Bandura's Vicarious Learning
- 10.3.1. History of Bandura
- 10.3.2. Bandura's Vicarious Learning Theory

10.4. Behavior Modification Techniques
- 10.4.1. Introduction to Behavior Modification
- 10.4.2. Main Behavior Modification Techniques
- 10.4.3. Behavior Modification Techniques at Present

10.5. Functional Analysis
- 10.5.1. Introduction to Functional Analysis
- 10.5.2. Functional Analysis in Psychological Therapy

10.6. Systemic Therapy
- 10.6.1. Introduction to Systemic Therapy
- 10.6.2. Systemic Therapy Today

10.7. Strategic Therapy and Constructivism
- 10.7.1. Introduction to Strategic Therapy
- 10.7.2. Introduction to Constructivism

10.8. Cognitive Restructuring
- 10.8.1. Introduction to Cognitive Restructuring
- 10.8.2. Cognitive Restructuring as a Treatment Nowadays

10.9. Future Prospects for Treatment Planning
- 10.9.1. New Prospects for Treatment in Childhood and Adolescence

The specialized readings will allow you to further expand the rigorous academic content provided in this program"

04

Teaching Objectives

The goal of this university program is to provide the graduate with the necessary tools to achieve their own objectives in the field of Child and Adolescent Psychopathology. Thanks to this, the professional will refine their competencies in the detection, diagnosis, and intervention of psychological disorders in childhood and adolescence. Additionally, they will master the historical foundations of the discipline and become proficient in innovative therapeutic approaches under a biopsychosocial integrative model.

You will manage the most sophisticated tools to comprehensively address neurodevelopmental disorders in the classroom"

General Objectives

- Master current knowledge of childhood and adolescent disorders in the fields of mental and social health
- Identify the agents that interact with children and adolescents and understand their impact on the subject's psychopathology
- Develop expertise in the Limited Time Psychotherapy model within the framework of third-generation psychotherapies
- Identify the evolution of various disorders cataloged in the DSM-5 or ICD-10
- Describe the individualized study of children and adolescents with decision-making protocols to conduct a rigorous psychopathological assessment
- Frame all information within a multidisciplinary approach in the study of the biopsychosocial structure of children and adolescents

You will understand how emotions influence the psychological development of minors and acquire the competencies to guide them with an ethical approach"

Specific Objectives

Module 1. History of Psychology: Child and Adolescent Psychopathology

- Learn about the most influential currents in the history of psychology
- Study and understand how Child and Adolescent Psychopathology emerged and the importance of studying children and adolescents in the psychological field
- Understand the development and differences between what is considered normal and pathological in childhood and adolescence
- Study the influential theories of child development in relation to their impact on childhood and adolescent psychopathology

Module 2. Therapeutic Relationship with the Child Assessment and Diagnosis Process in Child and Adolescent Psychopathology

- Understand the therapeutic relationship process with children and adolescents and learn the most suitable forms of communication for successful therapy in childhood and adolescence
- Learn about the assessment and diagnostic process used with child and adolescent patients
- Study the evaluation instruments and key areas to assess during childhood and adolescence
- Study how to involve the family in therapy with minors

Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family

- Learn the influence of developmental contexts on child and adolescent psychopathology
- Study the differences between the "autonomous self," the "social self," and the "family self"
- Understand the characteristics of pathological families, the existing conflictual bonds, and the influence of the family environment on the development of psychopathology in children
- Study the protective and risk factors that modulate mental health in children and adolescents

Module 4. Pathological Universes in Childhood and Adolescence

- Learn about the main pathological universes in childhood and adolescence
- Learn how to recognize and differentiate between various pathological universes related to childhood and adolescence
- Understand the diagnostic criteria of pathological universes according to the DSM-5
- Learn the characteristics of childhood and adolescence in each pathological universe
- Study the differential characteristics of each pathological universe based on DSM-5 information
- Study the comorbidities associated with each of the pathological universes mentioned

Module 5. Pathological Universes in Childhood and Adolescence II

- Explore other pathological universes, such as gender dysphoria, paraphilic disorders, and other issues requiring clinical attention
- Deepen your understanding of personality disorders according to the DSM-5
- Differentiate between the various characteristics of the most common disorders and pathologies in childhood and adolescence
- Analyze cases of child abuse and neglect, as well as child sexual abuse
- Examine the current perspective on gender dysphoria

Module 6. Intelligence

- Learn about the history of the concept of intelligence
- Study and differentiate between the theories of intelligence by various authors
- Investigate intervention programs related to learning abilities
- Learn the methods for evaluating and diagnosing intelligence
- Understand and differentiate between the concepts of intellectual disability and high abilities

Module 7. Personality Disorders in Childhood and Adolescence

- Learn to differentiate between personality disorders within the pathological universe of childhood and adolescence
- Study the differences between personality disorders in childhood
- Understand the prevalence of different personality disorders in childhood and adolescence
- Study the personality universe in childhood and adolescence

Module 8. Autism Spectrum Disorder

- Learn about the changes in the diagnostic categorization of Autism Spectrum Disorder (ASD)
- Study the myths and truths about autism that exist worldwide and how they can lead to incorrect stereotypes about children with ASD
- Understand the potential theories of origin for ASD
- Study the main intervention methods for working with children with ASD
- Learn the importance of early diagnosis for children with ASD

Module 9. Others Related Problems

- Study other relevant issues that may arise in psychological practice
- Understand the impact of emotional problems on optimal development in children
- Study the rising trend of addictions in minors and their possible effects on development
- Learn about the problems in the Third World that harm the normal psychological development of children

Module 10. Treatment and Intervention of Child and Adolescent Psychopathologies. General Treatment Principles

- Learn and study the main treatments for childhood and adolescent psychopathologies
- Study different theories that modulate human behavior in childhood
- Learn about the future perspectives in the treatment of child and adolescent psychopathologies

06

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.

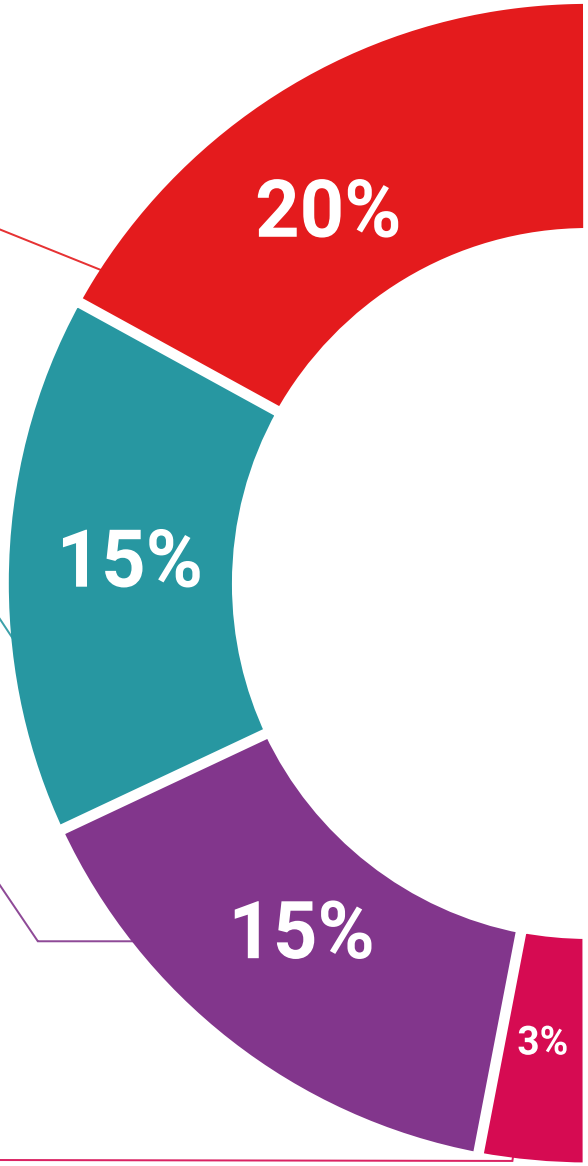
Interactive Summaries

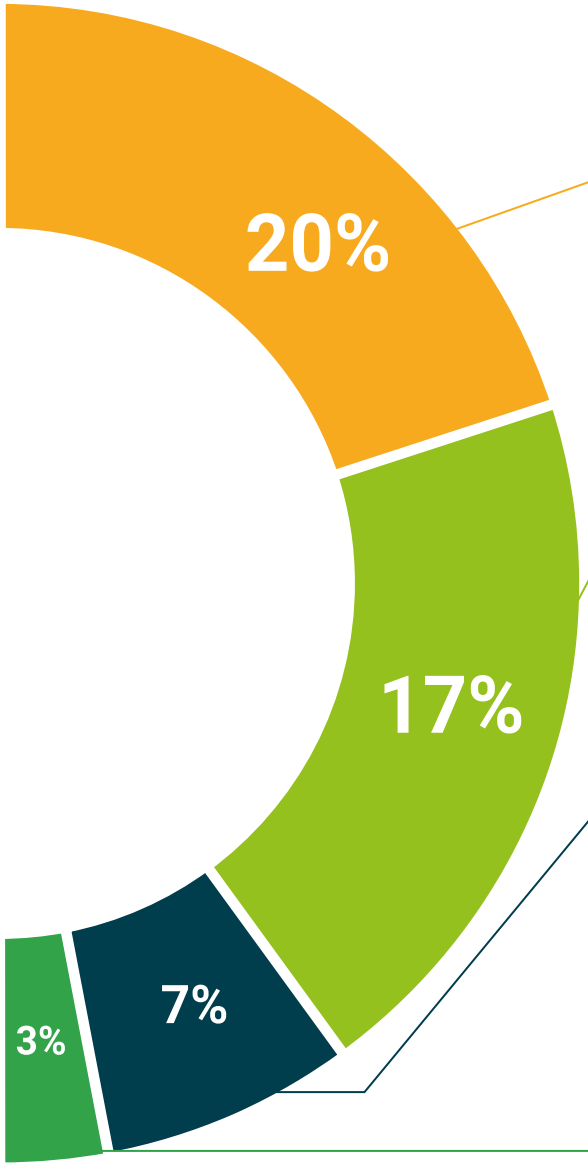
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for 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

Teaching Staff

Having a faculty specialized in the area in which the degree is being developed is one of TECH Global University's core principles. For this reason, a group of professionals experienced in Child and Adolescent Psychopathology has been selected for this university program. As a result, graduates will share this academic experience with experts in the field who are well-versed in the latest scientific evidence related to the most effective diagnostic and treatment strategies.

You will have the support of a faculty specialized in Child and Adolescent Psychology, who will be available to resolve any questions you may have"

International Guest Director

With a solid career in the field of **mental health**, Dr. Fairlee C. Fabrett is considered a true international reference. The expert has a prominent professional and research career, focused on improving the quality of **psychological care** in general, but with special emphasis on the approach to **child and adolescent patients**.

For more than a decade, the specialist has maintained a continuous link with the prestigious **McLean Hospital of Mass General Brigham** Brigham. At that institution, she has led several **clinical projects**. Among other roles, she has been involved in the supervision of innovative **treatment models**. Along with the rest of the team in the Division of **Child and Adolescent Psychiatry**, she has also implemented comprehensive, multidisciplinary work strategies to address disorders such as **Anxiety**, **Emotional** and **Mood Dysfunction**.

Her commitment to the training of other specialists has prompted her to develop an internship program for graduate students in Psychology. An academic training that not only aligns with the functions of McLean Hospital, but provides a holistic view on the most innovative therapeutic trends. In addition, she is responsible for the adaptation and implementation of several outpatient treatment manuals, with significant therapeutic results.

At the same time, she runs a **Clinical Fellowship Program** designed to provide recent graduates with specific training to become **counselors** or **community residency coordinators**. Most of the graduates of this initiative have played a crucial role in supporting the **integration** and **motivation** of children and adolescents with mental health problems, both inside and outside McLean Hospital itself.

Also noteworthy is the **careful preparation** that Dr. Fabrett has sustained throughout her professional experience. A graduate of Arizona State University with a **Ph.D. in Clinical Psychology**, she has pursued advanced studies at Harvard University.

Dr. Fabrett, Fairlee C.

- Director of the Division of Child and Adolescent Psychiatry at McLean Hospital, Belmont, USA
- Academic of Psychiatry at Harvard University
- Psychologist at Cambridge Health Alliance
- Doctorate in Clinical Psychology from Arizona State University
- B.S. in Psychology from the University of Arizona
- Academic Internship in Clinical Psychology at the Harvard University School of Medicine
- Academic Post-Doctoral Fellowship at McLean Hospital

Thanks to TECH, you will be able to learn with the best professionals in the world"

Teachers

Ms. González Vicent, Génesis

- General Health Psychologist and Content Creator
- Professional work and experience in clinical, healthcare, and mental health psychology offices.
- External university internships at La Escuelita de Ilusiones
- Course in Psychology in Intellectual Disabilities
- Course in Promotion of Well-being and Resilience
- Course in Psychoeducational Intervention in Autism Spectrum Disorders
- Master's Degree in General Health Psychology
- Bachelor's Degree in Psychology from the University of La Laguna

Ms. López Frías, Ana Karina

- Expert Psychologist in Health Psychology
- Psychologist, Trainer, and Facilitator in the Social Participation Area of the Older Adults Program at the La Caixa Foundation
- Clinical Psychologist in the Child and Adolescent Psychotherapy Area at the María Auxiliadora Psychological Practice
- Bachelor's Degree in Psychology from Universidad Arturo Michelena
- Master's Degree in General Health Psychology from the University of La Laguna
- Diploma in Psychology of Organizations and Human Resources from rhe University of Carabobo

A unique, essential, and decisive educational experience to boost your professional development"

07

Certificate

The Master's Degree in Child and Adolescent Psychopathology guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 **Master's Degree in Child and Adolescent Psychopathology** 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: **Master's Degree in Child and Adolescent Psychopathology**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

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

Master's Degree in Child and Adolescent Psychopathology

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

Unique TECH Code: AFWORD23S techtitute.com/certificates

Master's Degree in Child and Adolescent Psychopathology

General Structure of the Syllabus

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	History of Psychology: Child and Adolescent Psychopathology	6	CO
1º	Therapeutic Relationship with the Child Assessment and Diagnosis Process in Child and Adolescent Psychopathology	6	CO
1º	Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family	6	CO
1º	Pathological Universes in Childhood and Adolescence	6	CO
1º	Pathological Universes in Childhood and Adolescence II	6	CO
1º	Intelligence	6	CO
1º	Personality Disorders in Childhood and Adolescence	6	CO
1º	Autism Spectrum Disorder	6	CO
1º	Others Related Problems	6	CO
1º	Treatment and Intervention of Child and Adolescent Psychopathologies. General Treatment Principles	6	CO

Dr. Pedro Navarro Illana
Dean

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

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Master's Degree
Child and Adolescent Psychopathology

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

Master's Degree

Child and Adolescent Psychopathology

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