

Postgraduate Diploma

Child and Adolescent Assessment and Diagnosis





Postgraduate Diploma

Child and Adolescent Assessment and Diagnosis

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/pk/education/postgraduate-diploma/postgraduate-diploma-child-adolescent-assessment-diagnosis

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01

Introduction

Depression, stress, anxiety or sleep disorders greatly affect the physical development of children and their academic progress. In this scenario, which has increased in recent years, the teaching professional plays a key role. That is why a teacher with advanced knowledge in the field of psychology and specialized will, in turn, be able to better perform their daily work in the classroom. This 100% online program provides the professional with the most current content in this field and with a learning system, Relearning, which will allow them to reduce the long hours of study.



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This Postgraduate Diploma gives you the opportunity to grow as a teacher and expand your knowledge in child and adolescent psychology. Enroll now"

The work of the teacher is no longer exclusively the teaching of subjects. Their role as detectors of students with academic difficulties derived from certain disorders has become essential for their treatment by psychology professionals, as well as for the students' own academic development. This Postgraduate Diploma provides professionals with the most up-to-date and advanced knowledge in Child and Adolescent Assessment and Diagnosis.

A program that provides students with the most commonly used instruments and techniques, as well as the new lines of research in the psychological approach to minors. In this way, students taking this qualification will acquire intensive learning about neurodevelopmental disorders, the influence of the socioeconomic position of the family, the culture and the media on minors.

A program that will allow you to delve into the field of diagnostic criteria of pathological universes, in the most successful communication of therapy in the child and adolescent stage or in the evolution of child and adolescent psychopathologies. All this with multimedia content made up of video summaries, complementary readings and real clinical cases, which will be of great practical use in the classroom.

TECH therefore gives teaching professionals the opportunity to grow in their professional performance with quality teaching that they can access 24 hours a day, without fixed schedule sessions and with just a computer, cell phone or tablet. In this way, students can advance in their professional careers without neglecting other areas of their lives, such as work or personal life.

This **Postgraduate Diploma in Child and Adolescent Assessment and Diagnosis** 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 Psychology
- ♦ 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
- ♦ 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 100% online education that you can access from any electronic device, anywhere in the world"

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You are in front of a Postgraduate Diploma that will allow you to grow professionally balancing your work responsibilities with a quality education"

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on problem-based learning, through which professionals must try to solve the different professional practice situations that arise during the academic course. For this purpose, students will be assisted by an innovative interactive video system developed by renowned experts.

Access 24 hours a day to the most current syllabus in relation to the assessment instruments used in the adolescent population.

Enroll now in a qualification where you will be able to acquire intensive learning on child and adolescent psychopathology.



02 Objectives

This Postgraduate Diploma provides teaching professionals with the most advanced knowledge in the techniques and tools currently used in the diagnosis of children and adolescents. A program that will allow them to know in depth the pathological universes, knowing how to distinguish at the end of this teaching the differences between what is considered normal and pathological in the childhood and adolescent stage. This knowledge will be acquired thanks to the teaching material provided by the specialized teaching team that is part of this qualification.



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A university education that will allow you to develop broad skills for dealing with minors with psychopathologies"



General Objectives

- Describe the therapeutic bond between the psychotherapist and the minor patient
- Analyze the changes in behavior during the life cycle
- Differentiate between the evolutionary adaptation and adaptability of human beings
- Explain the framing of the family system in a single-therapist, single-patient psychotherapy
- Master psychodiagnosis and evaluation in the child and adolescent framework
- Control personality assessment at these ages
- Identify the role of the family in child and adolescent diagnosis
- Specify the intervention in clinical psychology at these age groups
- Develop sufficient management skills in the child and adolescent clinical psychology



Over 12 months, you will be able to delve into the pathological universes in childhood and adolescence in this Postgraduate Diploma"





Specific Objectives

Module 1. History of Psychology: Child and Adolescent Psychopathology

- ♦ Get to know the most influential currents of psychology in the history of the discipline of clinical psychology
- ♦ Study the emergence of child and adolescent psychology and the importance of the study of children and adolescents in the field of psychology
- ♦ Gain knowledge about the development and the differences between what is considered normal and what is considered pathological in the child and adolescent stage
- ♦ Delve into the influential theories of child development in relation to their influence on childhood and adolescent psychopathology

Module 2. Therapeutic Relationship with the Infant, Assessment and Diagnostic Process in Child and Adolescent Psychopathology

- ♦ Know the process of the therapeutic relationship with the child and adolescent in Child and Adolescent Psychology and know the most appropriate forms of communication for the success of therapy in the child and adolescent stage
- ♦ Identify the assessment and clinical diagnosis process used with patients in the child and adolescent stage
- ♦ Study the assessment instruments and the areas of importance to be assessed in the infantile-juvenile stage
- ♦ Study how the family is involved in therapy with minors

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

- ♦ Get to know the influence of developmental contexts on childhood and adolescent psychopathologies
- ♦ Study the differences between the autonomous self, the social self and the family self
- ♦ Identify the characteristics that make a family pathological, the existing conflictive bonds and the influence of the family environment in the development of psychopathologies in the child
- ♦ Study the modulating risk and protective factors for infant and adolescent mental health

Module 4. Pathological Universes in Clinical Psychological Therapy of Childhood and Adolescence

- ♦ Gain knowledge of the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to childhood and adolescence
- ♦ Get to know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn about the characteristics of the infantile-juvenile stage in each pathological universe
- ♦ Analyze the differential characteristics of each pathologic universe according to the DSM-V information
- ♦ Study the existing comorbidities in each pathological universe mentioned

03

Structure and Content

The syllabus of this Postgraduate Diploma has been developed by a specialized team whose main objective is to provide comprehensive and useful knowledge for teaching professionals. This syllabus is made up of 4 modules in which the history of child and adolescent psychopathology, the therapeutic relationship with the infant, the socioeconomic and family context and the pathological universes will be addressed. The Relearning system, based on the reiteration of content, will allow students to acquire learning in a more natural and progressive way.





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A Postgraduate Diploma that will allow you to delve into childhood schizophrenia, bipolar disorder and related disorders”

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 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 Infant, Evolution and Diagnostic Process in Child and Adolescent Psychopathology

- 2.1. Therapeutic Relationship with Children and Adolescents
 - 2.1.1. Infant and Adolescent Characteristics
 - 2.2.2. Establishment of a Therapeutic Alliance with the Minor
 - 2.2.3. 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. Clinical Assessment and Diagnosis Process in Childhood: Phases
 - 2.3.1. The Clinical Assessment Process in the Childhood and Adolescence Stage
 - 2.3.2. Clinical Diagnosis in Childhood and Adolescence
 - 2.3.3. Keys to an Accurate Diagnosis
- 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 Errors
- 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 Assessment
 - 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. Autonomous Self, Social Self and 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. Intrafamilial 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 the Media in the Development of Pathologies in Children and Adolescents
- 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 Clinical Psychological Therapy of Childhood and Adolescence

- 4.1. Neurodevelopment 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 Disorders 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 Disorders and Other Psychotic Disorders
 - 4.2.3. Childhood Schizophrenia
- 4.3. Bipolar Disorder and Related Disorders
 - 4.3.1. What Are Bipolar Disorder and Related Disorders?
 - 4.3.2. Disorders Included in the Diagnostic Category of Bipolar and Related Disorders
- 4.4. Depressive Disorders
 - 4.4.1. The Universe of Depressive Disorders
 - 4.4.2. Disorders Included in the Diagnostic Category of 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 Stress-Related Disorders
 - 4.7.1. What Are Trauma-Related Disorders and Stressors?
 - 4.7.2. Disorders Included in the Diagnostic Category of Disorders Related to Trauma and Stressors
- 4.8. Sleep/Wake Disorders
 - 4.8.1. Common Characteristics of Sleep/Wake Disorders
 - 4.8.2. Disorders Included in the Diagnostic Category of Sleep/Wake Disorders
- 4.9. Disruptive, Impulse-Control and Behavioral Disorders
 - 4.9.1. Types of Disorders
 - 4.9.2. Common Problems with Behavioral Management of Infants in Psychological Therapy
- 4.10. Eating and Food Intake Disorders
 - 4.10.1. What Are Eating and Food Intake Disorders?
 - 4.10.2. Eating and Food Intake Disorders Included in the DSM-V
 - 4.10.3. Relevant Facts about Eating and Food Intake Disorders in Adolescence



An online qualification that will enable you to distinguish the autonomous self, the social self and the family self in childhood and adolescence"

04

Methodology

This training program offers 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.





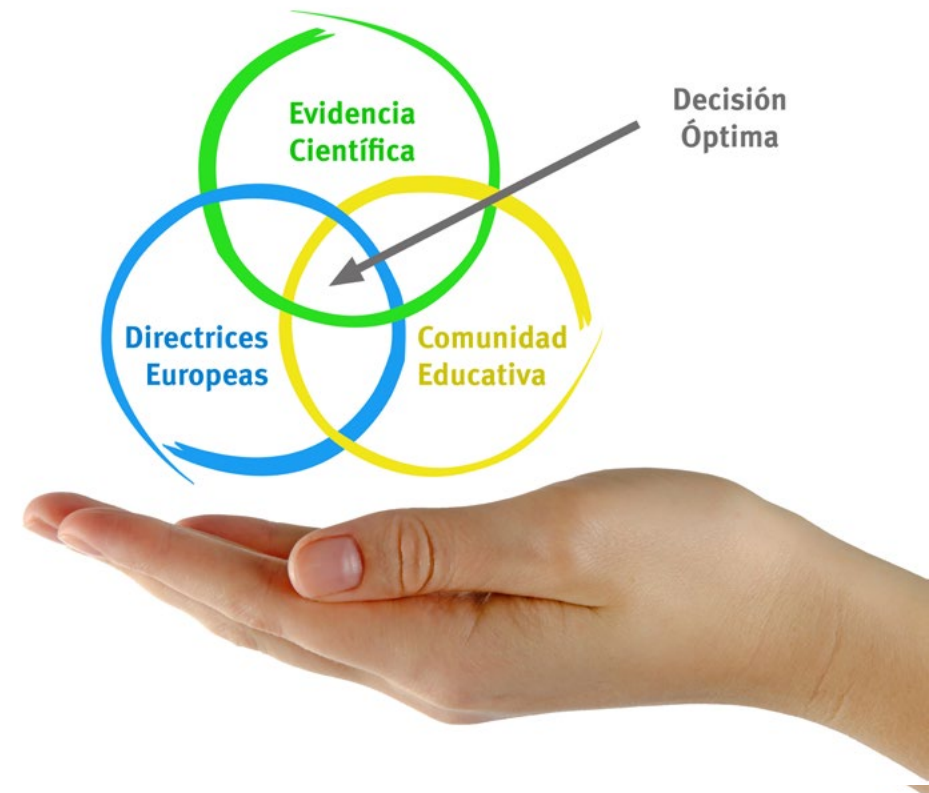
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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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. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*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.*

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 specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

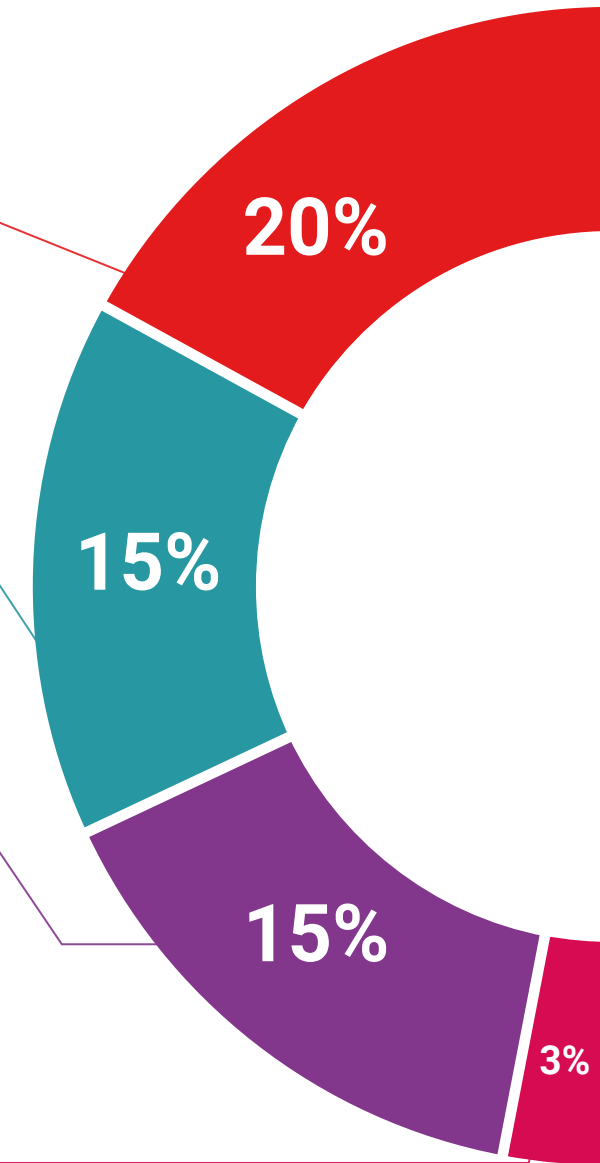
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

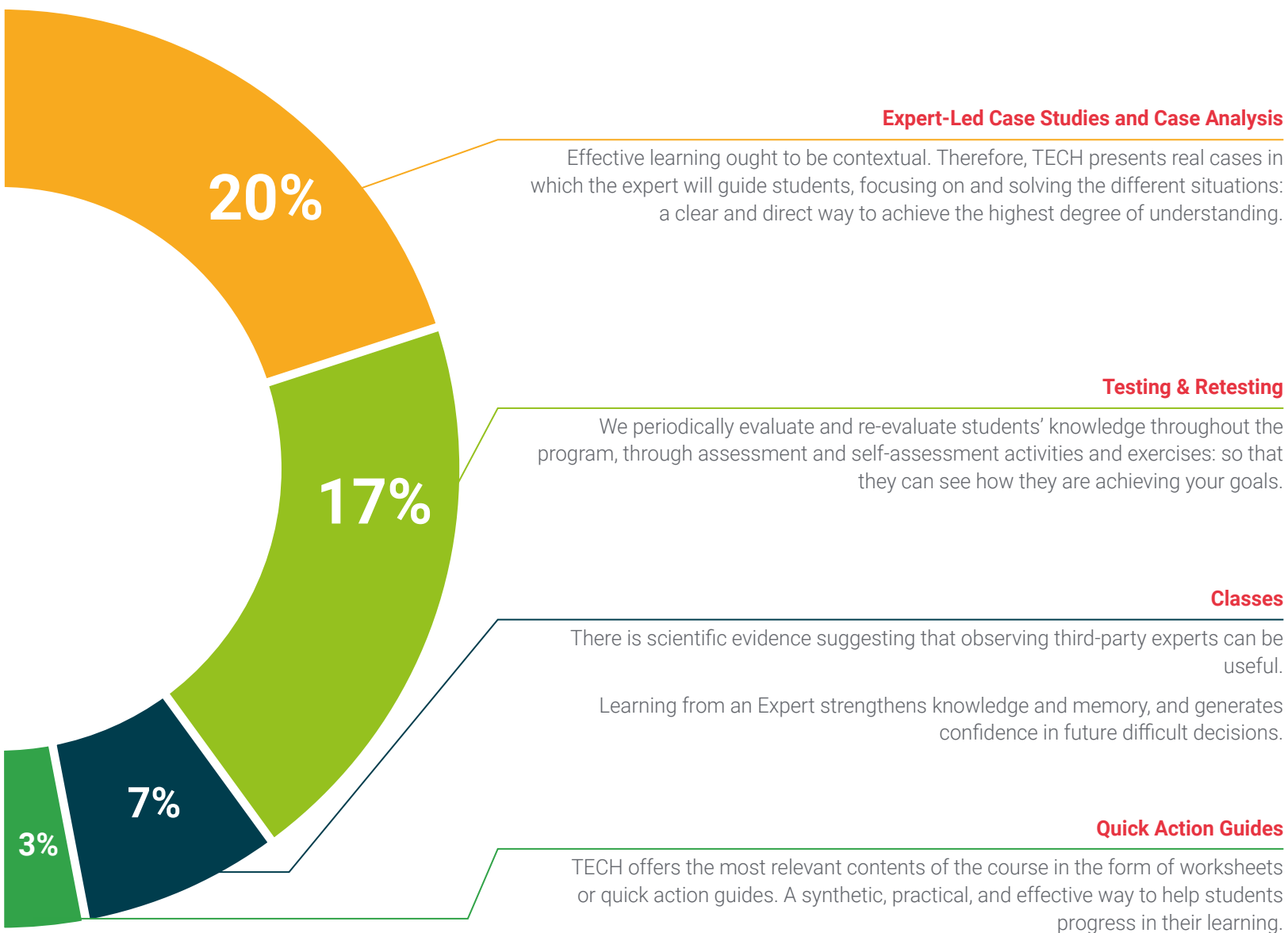
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





05

Certificate

The Postgraduate Diploma in Child and Adolescent Assessment and Diagnosis guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Postgraduate Diploma in Child and Adolescent Assessment and Diagnosis** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma**, issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Child and Adolescent Assessment and Diagnosis**

Official N° of Hours: **600 hours**.





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Child and Adolescent
Assessment and
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- » Modality: online
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- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Child and Adolescent Assessment and Diagnosis

