

Postgraduate Diploma

Assessment of Suicidal Behavior





Postgraduate Diploma Assessment of Suicidal Behavior

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-assessment-suicidal-behavior

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 18

05

Career Opportunities

p. 22

06

Study Methodology

p. 26

07

Teaching Staff

p. 36

08

Certificate

p. 40

01

Introduction to the Program

Assessment of suicidal behavior requires a comprehensive approach that takes into account multiple variables, such as clinical history, psychological factors and recent traumatic experiences. In this field, physicians play an essential role in the detection of these elements and in the development of intervention strategies adapted to each patient. For this, it is essential to have advanced methods that combine psychometric tools with an in-depth analysis of the social and family environment. With this need in mind, TECH has designed an innovative university program specialized in the identification of suicidal risk, offering a 100% online specialization with maximum flexibility.



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With this entirely online Postgraduate Diploma, you will handle the most cutting-edge techniques of Suicidal Behavior Assessment and design individualized therapeutic plans”

A recent report by the World Health Organization reveals that nearly 90% of people who die by suicide have a Mental Disorder, with Depression as one of the main risk factors. In this context, early detection of these conditions is crucial to avoid a tragic outcome. Therefore, health professionals must strengthen their clinical skills to identify suicidal ideation in patients with complex psychological conditions.

With this in mind, TECH presents an exclusive Postgraduate Diploma in Assessment of Suicidal Behavior. Designed by experts in this field, the academic itinerary will delve into the specificities of therapeutic relationships or the initial analysis of self-injurious behaviors up to the design of individualized therapeutic interventions. Graduates will thus acquire the necessary skills to accurately assess suicidal risk, apply early intervention strategies and adapt their approaches to the specific needs of each patient. In addition, they will be able to coordinate multidisciplinary teams, optimize clinical protocols and provide comprehensive support to family members and relatives.

Regarding the methodology of the university program, it will be taught 100% online, with no continuous evaluation schedules or timetables. In this way, each graduate will have the opportunity to access the contents freely, according to their own availability and at any time of day. Likewise, for the assimilation of the most complex contents of this educational proposal, it will be able to rely on disruptive methods such as Relearning. This didactic strategy will enhance the absorption of theoretical knowledge and the development of practical skills in a more efficient way.

This **Postgraduate Diploma in Assessment of Suicidal Behavior** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Comprehensive Approach to Suicidal Behavior
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies in medical practice
- ♦ 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



You will create support programs for survivors of suicide attempts and promote optimal emotional management"

“

You will delve into the use of communication and motivational interviewing techniques, promoting adherence to treatment of suicidal ideation”

You will master the use of scales and psychometric tools for the assessment of suicidal risk.

A curriculum based on TECH's disruptive Relearning system, which will facilitate the assimilation of complex concepts in a fast and flexible way.

It includes in its teaching staff professionals belonging to the field of Suicidal Behavior Assessment, who pour into this program the experience of their work, as well as recognized specialists from reference 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 relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university
and guarantee your professional success.
The future starts 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 didactic materials that make up this university program have been designed by authentic references in the Assessment of Suicidal Behavior. As such, the curriculum will address issues ranging from techniques for early identification of self-injurious behavior or nonverbal cues to the creation of personalized therapeutic interventions for problems such as bullying. As a result, graduates will be able to apply advanced approaches to the detection and management of suicidal risk, adapting their interventions to different clinical contexts and vulnerable populations.



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You will analyze the influence of psychiatric disorders on suicidal behavior, identifying relevant comorbidities”

Module 1. Assessment of Suicidal Behavior

- 1.1. Risk Factors for Suicidal Behavior
 - 1.1.1. Clinical and Psychiatric Factors
 - 1.1.2. Sociodemographic Factors
 - 1.1.3. Situational Factors
 - 1.1.4. Specific Risks in Vulnerable Populations
- 1.2. Protective Factors
 - 1.2.1. Strong Interpersonal Relationships
 - 1.2.2. Coping Capacity and Resilience
 - 1.2.3. Access to Mental Health Services
 - 1.2.4. Religious and Spiritual Beliefs
- 1.3. Warning Factors
 - 1.3.1. Behavioral Signals
 - 1.3.2. Emotional Changes
 - 1.3.3. Verbal Clues
 - 1.3.4. Pre-Suicide Preparations
- 1.4. Precipitating Factors
 - 1.4.1. Recent Traumatic Events
 - 1.4.2. Financial or Employment Crises
 - 1.4.3. Sudden Life Events
 - 1.4.4. Factors Related to Physical Health
- 1.5. Assessment Scales and Psychometric Tools
 - 1.5.1. Beck Depression Inventory (BDI)
 - 1.5.2. Columbia Suicide Severity Rating Scale (C-SSRS)
 - 1.5.3. Beck Scale for Suicide Ideation (BSS)
 - 1.5.4. Self Assessment vs. Heteroassessment Scales
- 1.6. Psychometrics in Suicide
 - 1.6.1. Validity and Reliability of Psychometric Tools
 - 1.6.2. Sensitivity and Specificity in the Detection of Risk
 - 1.6.3. Adaptation of Psychometric Tools for Specific Populations
 - 1.6.4. New Technologies in Psychometrics





- 1.7. The Clinical Interview 1
 - 1.7.1. Establishing a Therapeutic Relationship
 - 1.7.2. Open and Closed Questions
 - 1.7.3. Detection of Non-Verbal Signals
 - 1.7.4. Initial Exploration of Suicidal Thoughts
- 1.8. The Clinical Interview 2
 - 1.8.1. Assessment of the Suicidal Plan
 - 1.8.2. Exploration of Protective Factors and Ambivalence
 - 1.8.3. Short- and Long-Term Risk Analysis
 - 1.8.4. Risk Documentation and Communication
- 1.9. Context-Sensitive Assessment of Suicide
 - 1.9.1. Suicide in the Hospital Context
 - 1.9.2. Assessment in the Emergency Department
 - 1.9.3. Assessment in Community Settings
 - 1.9.4. Family and Social Context
- 1.10. What Not to Do in the Assessment of Suicidal Behavior
 - 1.10.1. Avoid Minimizing the Patient's Feelings
 - 1.10.2. Do Not Prejudge or Stigmatize
 - 1.10.3. Do Not Avoid Talking Directly about Suicide
 - 1.10.4. Do Not Fail to Follow Up Adequately

Module 2. Suicidal Behavior as an Epiphenomenon from the Psychiatry/ Psychology Perspective

- 2.1. Nomenclature on Suicidal Behavior
 - 2.1.1. Definition of Key Terms
 - 2.1.2. Distinction between Suicidal Behavior and Self-Injury
 - 2.1.3. Historical Evolution of Nomenclature
 - 2.1.4. Impact of the Nomenclature on Research and Clinical Practice
- 2.2. Risk Factors for Suicidal Behavior
 - 2.2.1. Biological Risk Factors
 - 2.2.2. Psychological Factors: Mental Disorders, Impulsivity, Hopelessness and Previous Trauma
 - 2.2.3. Social and Environmental Factors
 - 2.2.4. Situational Factors and Triggering Events

- 2.3. Childhood and Adolescence
 - 2.3.1. Prevalence and Characteristics of Suicide in Young People
 - 2.3.2. Specific Risk Factors in Childhood and Adolescence
 - 2.3.3. The Role of the Family and School
 - 2.3.4. Early Interventions
- 2.4. Old Age
 - 2.4.1. Rates and Characteristics of Suicide in the Psychogeriatric Population
 - 2.4.2. Risk Factors in the Elderly
 - 2.4.3. The Impact of Retirement and Loneliness: How Lifestyle Changes Affect the Risk of Suicide
 - 2.4.4. Prevention in Old Age
- 2.5. Other Risk Groups
 - 2.5.1. Suicide in the LGTBIQ+ Population
 - 2.5.2. Migrants and Refugees
 - 2.5.3. Suicide in the Chronically Ill
 - 2.5.4. Persons Deprived of Their Liberty: Suicide in Prisons and Detention Centers, with Factors such as Isolation and Hopelessness
- 2.6. Social Equivalents and Suicide
 - 2.6.1. Suicide and Poverty
 - 2.6.2. Impact of Economic Crises and Unemployment
 - 2.6.3. Social Stigma and Its Influence on Suicidal Behavior
 - 2.6.4. Violence and Abuse as Social Equivalents: How Traumatic Experiences Relate to Suicide
- 2.7. Psychological Theories behind the Suicidal Phenomenon
 - 2.7.1. Interpersonal Theory of Suicide (Joiner)
 - 2.7.2. Escape Theory (Baumeister)
 - 2.7.3. Hopelessness Theory (Beck)
 - 2.7.4. Psychodynamic and Behavioral Models

- 2.8. Biology and Genetics in Suicide
 - 2.8.1. Genetic and Hereditary Factors
 - 2.8.2. Neurobiology of Suicide: Alterations in Neurotransmitters such as Serotonin and Their Impact on Suicidal Behavior
 - 2.8.3. Biological Markers
 - 2.8.4. Epigenetics and Stress
- 2.9. Suicide in Mental Disorders
 - 2.9.1. Suicide in Major Depression
 - 2.9.2. Bipolar Disorders and Suicidal Behaviors
 - 2.9.3. Suicide in Psychotic Disorders
 - 2.9.4. Suicide in Personality Disorders
- 2.10. Suicide in the Medical Patient
 - 2.10.1. The Impact of Chronic Physical Illness
 - 2.10.2. Cancer and Suicide
 - 2.10.3. Neurological Disorders and Suicide
 - 2.10.4. Palliative Care and Emotional Support

Module 3. Psychiatric/Psychological Treatment of Suicide

- 3.1. Approach to Suicidal Behavior in the Mentally Ill Person
 - 3.1.1. Suicide in Mood Disorders
 - 3.1.2. Suicidal Behavior in Schizophrenia and Psychosis
 - 3.1.3. The Role of Anxiety Disorders and PTSD in Suicide
 - 3.1.4. Suicide and Psychiatric Comorbidity
- 3.2. Approach to Suicidal Behavior in the Child and Adolescent Population
 - 3.2.1. Risk and Protective Factors in Children and Adolescents
 - 3.2.2. The Role of the Family in the Prevention of Child and Adolescent Suicide
 - 3.2.3. Early Psychological Interventions in Adolescents with Suicidal Ideation
 - 3.2.4. Therapeutic Approach in Situations of Bullying and Cyberbullying

- 3.3. Approach to Suicidal Behavior in the Psychogeriatric Population
 - 3.3.1. Risk Factors in the Elderly
 - 3.3.2. Depression and Dementia as Predictors of Suicide in the Elderly
 - 3.3.3. Suicide Prevention in Nursing Homes and Palliative Care
 - 3.3.4. Specific Interventions for Elderly People with Suicidal Ideation
- 3.4. Addressing Suicidal Behavior in At-Risk Groups and Persons at Risk of Discrimination or Violence
 - 3.4.1. Suicide in the LGTBIQ+ Population: Stigma and Vulnerability
 - 3.4.2. Suicide in Victims of Gender-Based Violence and Abuse
 - 3.4.3. Migrants and Refugees: Psychosocial Risks and Barriers to Access to Treatment
 - 3.4.4. Addressing Suicide in Indigenous Populations and Ethnic Minorities
- 3.5. Psychological Treatments 1
 - 3.5.1. Cognitive-Behavioral Therapy for Suicide Prevention
 - 3.5.2. Dialectical-Behavioral Therapy (DBT) in Suicidal Patients
 - 3.5.3. Acceptance and Commitment Based Therapies (ACT)
 - 3.5.4. Group Therapy Interventions for Suicide Prevention
- 3.6. Psychological Treatments 2
 - 3.6.1. Mindfulness-Based Interventions in Suicidal Behavior
 - 3.6.2. Interpersonal Therapy in the Management of Suicidal Risk
 - 3.6.3. Psychodynamic Treatments Applied to Suicidal Patients
 - 3.6.4. Systemic Intervention Models in Family Settings
- 3.7. Psychological Treatments 3
 - 3.7.1. Problem-Solving and Crisis Management Therapies
 - 3.7.2. Mentalization-Based Psychotherapy in Suicidal Patients
 - 3.7.3. Suicide Prevention through Strengths-Based Therapies
 - 3.7.4. Narrative Therapy in Suicide Intervention
- 3.8. Psychopharmacological Treatment
 - 3.8.1. Antidepressants and Their Use in Patients at Suicidal Risk
 - 3.8.2. Antipsychotics and Mood Stabilizers in the Treatment of Suicidal Behavior
 - 3.8.3. The Role of Anxiolytics and Benzodiazepines in the Management of Suicide
 - 3.8.4. Pharmacological Treatments in Resistant Suicide
- 3.9. Advances in Neurobiological Research
 - 3.9.1. Genetic and Epigenetic Bases of Predisposition to Suicide
 - 3.9.2. Neuroimaging Studies in Patients with Suicidal Ideation
 - 3.9.3. Alterations in Neurotransmitters and Hormone Systems in Suicide
 - 3.9.4. New Therapeutic Targets Based on the Neurobiology of Suicide
- 3.10. Emerging Therapies in Suicide Prevention
 - 3.10.1. Non-Invasive Brain Stimulation: ECT, TMS and Vagal Stimulation
 - 3.10.2. Therapies Based on Psilocybin and Other Psychedelic Substances
 - 3.10.3. Esketamine
 - 3.10.4. The Use of Virtual Reality and Artificial Intelligence in the Treatment of Suicidal Behavior



You will master the legal and ethical framework in suicide risk analysis, ensuring safe professional practice"

04

Teaching Objectives

Thanks to this Postgraduate Diploma, physicians will handle the most innovative tools in the Assessment of Suicidal Behavior. Along the same lines, graduates will develop advanced skills to identify risk factors, apply early intervention strategies and design personalized management plans in different clinical settings. In addition, they will be prepared to coordinate multidisciplinary teams, optimize prevention protocols and provide support to affected families and communities.



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You will acquire advanced skills in Clinical Assessment of Suicidal Risk, applying validated scales and structured interviews”



General Objectives

- ♦ Delve into the risk factors, underlying causes, and warning signs of Suicide, both at the individual and societal level
- ♦ Identify early signs of risk and apply effective interventions that prevent suicide in a variety of settings, including clinical, educational and community
- ♦ Delve into postvention support management, providing tools to help people affected by the suicide of a loved one
- ♦ Provide psychological care to patients with suicidal thoughts, using therapeutic approaches such as cognitive-behavioral therapy and other validated interventions
- ♦ Manage educational and preventive strategies to promote awareness and reduce stigma related to Suicide and Mental Disorders
- ♦ Master techniques to help families and communities cope with bereavement following suicide, promoting resilience and emotional well-being in those affected



You will have unrestricted access to all the contents of the Virtual Campus and you will be able to download them to consult them whenever you wish"





Specific Objectives

Module 1. Assessment of Suicidal Behavior

- ♦ Select appropriate assessment tools to identify suicidal risk in a variety of clinical settings
- ♦ Develop clinical interviews that allow for a comprehensive assessment of suicidal risk
- ♦ Identify warning signs and risk factors during patient assessment
- ♦ Apply standardized questionnaires and scales to measure the level of suicidal risk

Module 2. Suicidal Behavior as an Epiphenomenon from the Psychiatry/ Psychology Perspective

- ♦ Describe the main Psychiatric and Psychological Disorders related to suicidal behavior
- ♦ Understand the interaction between biological, genetic, psychological and social factors in the genesis of Suicide
- ♦ Evaluate the role of Mental Disorders in the emergence of suicidal risk
- ♦ Analyze psychological models that explain suicidal behavior, such as the interpersonal-psychological model of Suicide

Module 3. Psychiatric/Psychological Treatment of Suicide

- ♦ Apply psychiatric treatment protocols for patients at risk of suicide
- ♦ Develop clinical skills to combine pharmacological treatment with psychological therapies
- ♦ Implement evidence-based psychological therapies, such as cognitive-behavioral therapy
- ♦ Evaluate the effectiveness of different psychiatric and psychological treatments in reducing suicidal risk

05

Career Opportunities

This comprehensive TECH program is a unique opportunity for clinicians seeking to specialize in Assessment of Suicide Risk. Using up-to-date approaches and advanced clinical tools, graduates will acquire key skills to identify warning signs, implement early intervention strategies and improve mental health care, thus expanding their career opportunities in clinical and forensic settings.





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*Looking to become a Suicide
Risk Assessment Specialist?
Get it through this university
program in as little as 6 months”*

Graduate Profile

Graduates of this Postgraduate Diploma in Assessment of Suicidal Behavior will be highly skilled clinicians able to detect, analyze and manage suicidal risk in different clinical settings. They will also develop skills to apply advanced assessment tools, design early intervention strategies and coordinate multidisciplinary teams in mental health. In addition, they will be prepared to address ethical challenges, optimize prevention protocols and contribute to research in suicidology. This specialist will also be able to lead education programs in the detection of suicidal risk, promoting an evidence-based approach and patient welfare.

You will design postvention protocols in institutions, ensuring appropriate strategies for crisis management after a suicide.

- ♦ **Crisis Intervention and Emotional Management:** Skill in applying effective therapeutic approaches in suicidal crisis situations, providing emotional support to at-risk individuals and appropriately managing the emotional responses of those affected
- ♦ **Effective and Empathic Communication:** Ability to establish open, respectful and empathetic communication with patients and their families, facilitating the suicide intervention and Postvention process in a comprehensive and effective manner
- ♦ **Risk Assessment and Diagnosis:** Ability to use clinical assessment tools and methods to identify suicidal risk in diverse populations, making accurate diagnoses and developing appropriate intervention plans
- ♦ **Bereavement Management and Psychosocial Support:** Competency to provide psychological support to individuals affected by the loss of a loved one by suicide, fostering the grieving process and promoting resilience and emotional well-being



After completing the continuing education program, you will be able to perform your knowledge and skills in the following positions:

- 1. Doctor specializing in Suicide Prevention:** Responsible for designing and implementing Suicide Prevention programs, applying evidence-based interventions to identify and reduce risk factors in communities, institutions and clinical settings.
- 2. Clinical Specialist in Crisis Intervention:** Specialist in suicidal crisis management, responsible for immediate and effective intervention in situations of suicidal risk, using brief intervention techniques and risk assessment to ensure patient safety.
- 3. Consultant in Suicide Prevention Policies:** Responsible for collaborating with governmental, educational and health institutions to develop and implement public policies aimed at Suicide Prevention, raising awareness in society and ensuring the integration of mental health in the collective welfare.
- 4. Specialist in Suicide Risk Assessment and Diagnosis:** Responsible for conducting detailed psychological assessments to identify signs of suicidal risk in patients, using diagnostic tools to guide therapeutic interventions and appropriate treatment plans.
- 5. Expert in Suicide Prevention Research:** Dedicated to scientific research on risk factors, predictive models and effective interventions in Suicide Prevention, contributing to the development of new strategies based on data and evidence.
- 6. Specialist in Postvention Support Program Management:** Responsible for designing and managing intervention programs for individuals and families affected by Suicide, providing long-term psychological support and promoting emotional recovery and social integration of those affected.
- 7. Specialist in Safety and Ethics in Suicide Prevention:** Responsible for developing and applying ethical regulations in psychological interventions, ensuring that Suicide Prevention and Postvention programs respect the rights and privacy of patients, and promoting confidentiality and safety in treatment.



You will coordinate suicide bereavement support groups, facilitating coping and emotional recovery processes”

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.



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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.

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*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.

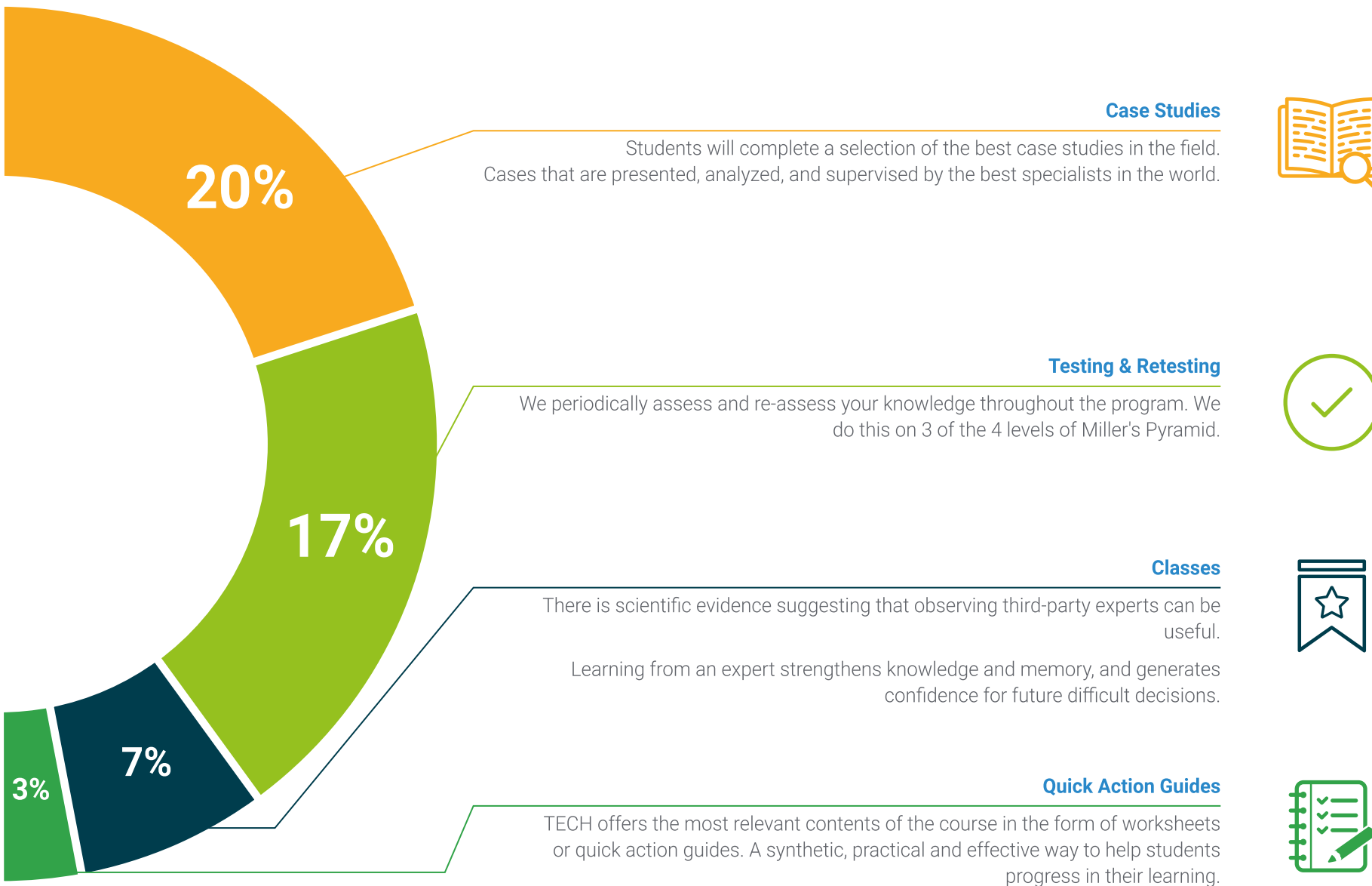
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07

Teaching Staff

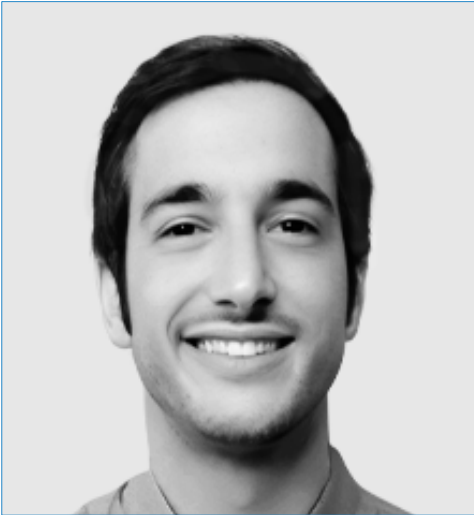
TECH's priority is to offer the most practical, up-to-date and comprehensive university programs in the academic market. For this reason, it carries out an exhaustive process to form its respective teaching staff. As a result, this Postgraduate Diploma brings together the most outstanding specialists in the field of Assessment of Suicidal Behavior. These professionals have an extensive work background, where they have optimized the general welfare of numerous patients with self-injurious behaviors. As a result, graduates will enjoy a high intensity experience that will increase their professional horizons considerably.



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*Experienced faculty highly specialized in
Suicide Behavior Assessment will guide you
through the course of the university program”*

Management



Dr. Alberdi Páramo, Iñigo

- Area Specialist in Psychiatric Hospitalization Unit/Psychogeriatrics at the Institute of Psychiatry and Mental Health of the San Carlos Clinical Hospital
- Area Specialist in Outpatient Psychiatry Liaison Psychiatry and Specialized Service in Mental Health in Intellectually Handicapped at the University Hospital La Princesa
- Area Specialist of Psychiatry in CSM Chamberí - Carabanchel
- Author and co-author of numerous scientific articles and book chapters
- Professor in undergraduate and postgraduate university studies.
- Doctor in Medicine - Psychiatry by the Complutense University of Madrid
- University Specialist in Clinical and Psychoanalytic Psychotherapy by the Pontifical University of Comillas

Professors

Ms. Pérez Navarro, Virginia

- ♦ Clinical Psychologist at the Clinical Hospital San Carlos
- ♦ Specialist in Systemic Interventions
- ♦ Clinical Researcher
- ♦ Degree in Psychology from the University of Murcia

Dr. Rodrigo Holgado, Irene

- ♦ Clinical Psychologist at the 12 de Octubre Hospital
- ♦ Clinical Researcher at Red Hygeia
- ♦ Specialist in Psychotherapy
- ♦ Master's Degree in Neuropsychology from the Open University of Catalonia
- ♦ Master's Degree in Advanced Nutrition and Dietetics from the TAGO Study Center
- ♦ Master's Degree in Women and Health from the Complutense University of Madrid
- ♦ Degree in Psychology from the Complutense University of Madrid



08 Certificate

This Postgraduate Diploma in Assessment of Suicidal Behavior guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.



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

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Assessment of Suicidal Behavior** endorsed by TECH Global University, the world's largest online university.

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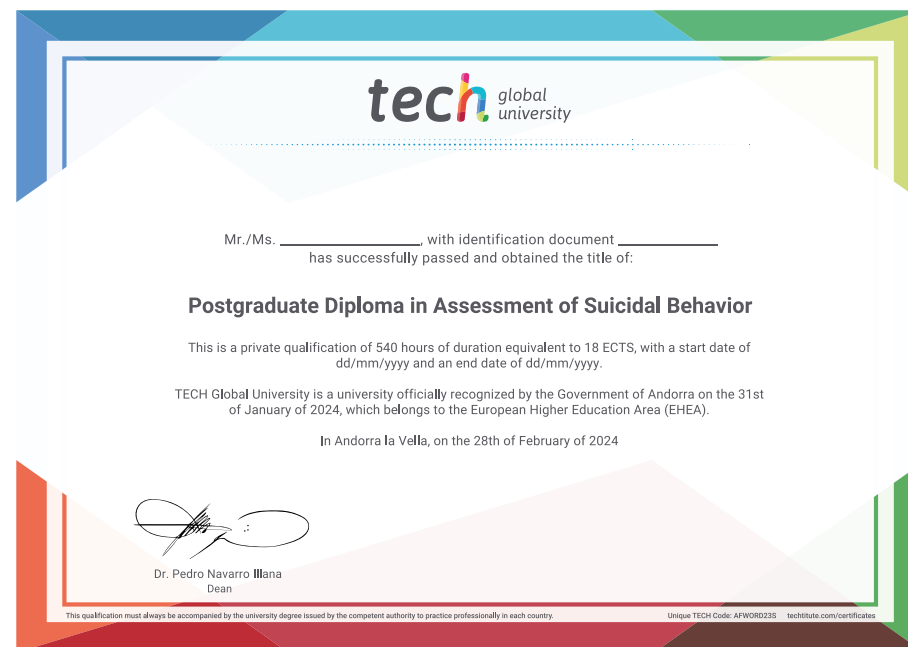
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Title: **Postgraduate Diploma in Assessment of Suicidal Behavior**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**





Postgraduate Diploma

Assessment of Suicidal Behavior

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Assessment of Suicidal Behavior