Master's Degree

Personality Disorders

tech global university

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Master's Degree

Personality Disorders

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

Website: www.techtitute.com/us/medicine/master-degree/master-personality-disorders

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01

Introduction

Although mental health is in the focus of media attention and even of the OMS as a priority objective, the area of Personality Disorders does not receive the importance or global focus that it demands. The complications derived, moreover, from the multiple diagnostic differences or comorbidities according to the type of pathology, demand that the specialist in the area has a very advanced knowledge of the area. This knowledge must be renewed periodically, so a group of experts and specialists in the field has developed this program, which delves into the 10 most relevant types of Personality Disorder following the most updated criteria of the DSM-5 and ICD-11. A great opportunity for the specialist in the field to get up to date in a comfortable, fast and accessible way, with a 100% online program without presential classes or fixed schedules.

Access to the main diagnostic and therapeutic developments in Paranoid Disorder, Histrionic Disorder, Narcissistic Disorder and more personality pathologies"

The scope of action to deal with the problem of Personality Disorders is complex and raises difficulties of various kinds. It is important to have the latest conceptual and theoretical models in this regard, especially those that include the different factors and the most updated diagnostic criteria according to the type of pathology and disorder to be treated.

For this reason, TECH has gathered a team with exceptional clinical experience in addressing the main Personality Disorders. From Schizoid Disorder to Antisocial Disorder or Paranoid Disorder, the specialist will have access to academic material written from the field of knowledge of veteran psychiatrists, delving into each and every one of the disorders with a multitude of high-quality multimedia resources.

In this way, an extensive and comprehensive catch-up is available in a relevant field of mental health, but without a multitude of options for such an update. TECH's pedagogical methodology drives the specialist's own work, focusing on the most important topics of the subject so that the whole process is fast and effective.

The virtual classroom will be available 24 hours a day, and can be accessed from any device with an internet connection. Furthermore, all the didactic content can be downloaded for later consultation or study from the specialist's smartphone, tablet or computer of choice. In this way, you gain valuable access to a reference guide on Personality Disorders that remains useful even after completion of your program.

This **Master's Degree in Personality Disorders** 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 Psychiatry
- 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 process of self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Find out the latest genetic and environmental epidemiology on Personality Disorder issues in a comprehensive program created by experts in the field"

Delve into the pharmacological approach to the main Personality Disorders, with innovative perspectives in psycho pharmacology"

Access a large amount of multimedia contents including detailed videos and additional reading for each of the topics covered.

Delve into the general prognosis, risk factors and usual variants of disorders such as Narcissistic or Schizotypal.

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.

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

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

02

Objectives

Since there is no extensive and adequate academic depth in the field of Personality Disorders, the primary objective of this program is to provide the specialist with a comprehensive and complete library of academic content. Based on the practical and theoretical knowledge of the faculty, the entire program is focused on ensuring a relevant update on Personality Disorders, following the most up-to-date psychiatric, pharmacological and therapeutic criteria in this regard.

Add to your daily practice the newest approach in Avoidant and Dependent Disorder, Paranoid Disorder and Antisocial Disorder"

General Objectives

- Delve into the evolution of Personality Disorders over time
- Update the most relevant epidemiological aspects of anxiety-related disorders
- Delve into the most relevant genetic aspects of Personality Disorders
- Qualify the student in the social and evolutionary factors that influence the genesis of Personality Disorders

Specific Objectives

Module 1. Personality Disorders in the 21st Century

- Delve into the theoretical models of Personality Disorders
- Distinguish the fundamental aspects linked to the genetics of Personality Disorders
- Know the most relevant aspects from the evolutionary perspective of Personality Disorders
- Update on dimensional and categorical approaches to Personality Disorders
- Get to know the diagnostic approach of Personality Disorders in the different classifications
- Delve into the most relevant assessment instruments in Personality Disorders

Module 2. Schizoid Personality Disorder

- Broaden the etiological factors of Schizoid Disorder
- Distinguish psychiatric and medical pathologies with regard to differential diagnosis
- Delve into 3rd generation therapies, dynamic and supportive therapies as a psychotherapeutic approach
- Study the variants of Schizoid Personality Disorder

Module 3. Obsessive Personality Disorder

- Describe the characteristic symptoms of Obsessive Personality Disorder
- Distinguish the subtypes of Obsessive-Compulsive Personality Disorder
- Study the influence of the environment and biographical history of this pathology
- Delve into the sociodemographic variables and cultural influences that affect Obsessive Personality Disorder

Module 4. Borderline Personality Disorder

- Delve into the pathogenesis of Borderline Personality Disorder
- Analyze the usual signs and behaviors in patients with this pathology
- Point out the criteria for hospitalization adapted to the
- Delve into the future lines of psychotherapy in this area

Module 5. Schizotypal Personality Disorder

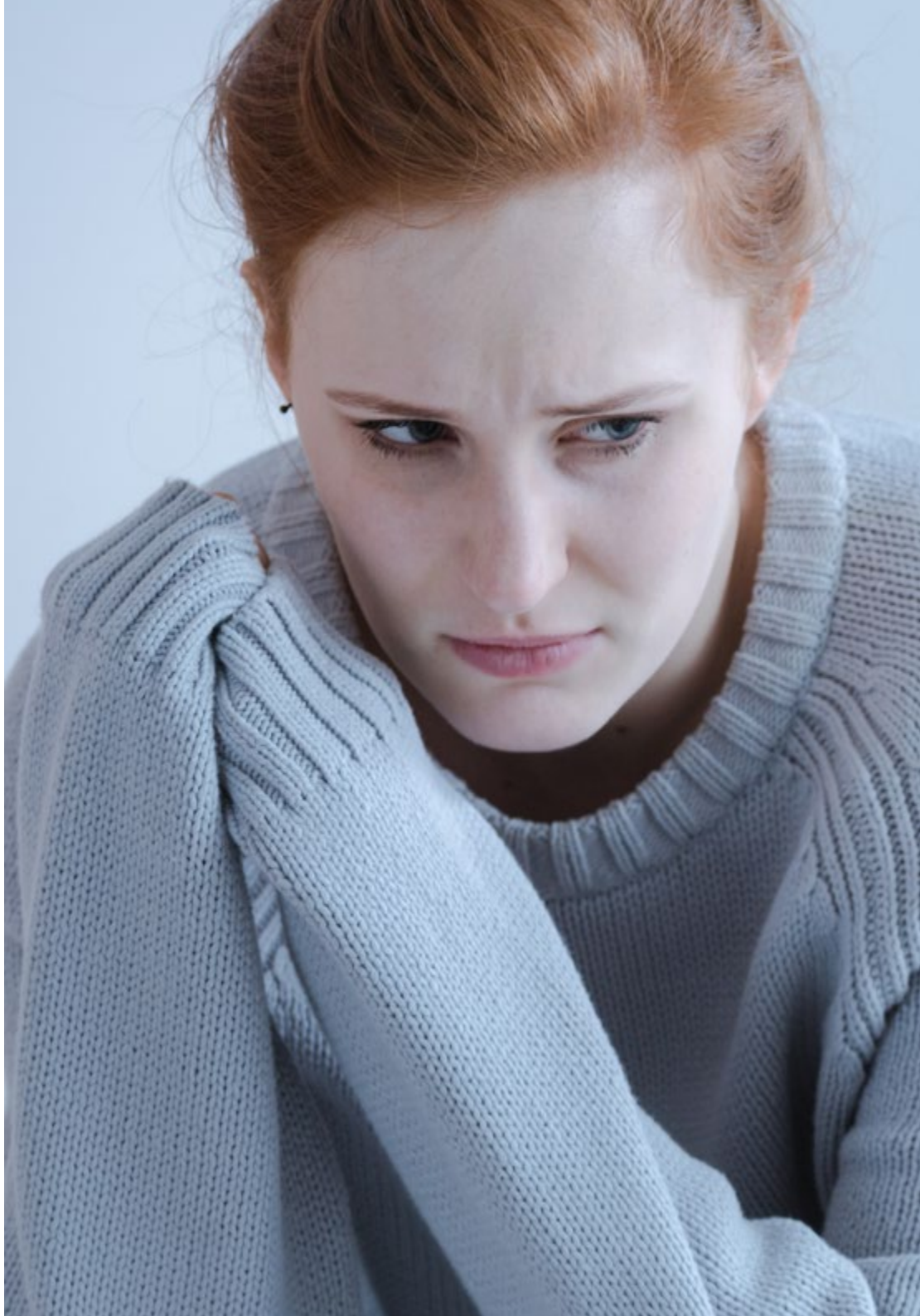
- Analyze antipsychotics, anticonvulsants, antidepressants and other pharmacological treatments in schizotypal disorders
- Distinguish cognitive-behavioral therapies and dynamically oriented therapies as relevant psychotherapeutic approaches
- Follow international classification and diagnostic criteria according to DSM-5, PAS Framework and ICD-11
- Delve into the underlying biological, environmental and evolutionary causes

Module 6. Narcissistic Personality Disorder

- Delve into the most relevant epidemiological aspects of Narcissistic Personality Disorder
- Analyze the common symptomatology in Narcissistic Personality Disorder
- Delve into the functional and organic differential diagnosis, as well as its possible comorbidities
- Approach the clinical subtypes of Narcissistic Disorder

Module 7. Avoidant and Dependent Personality Disorder

- Develop an in-depth knowledge of the management of psychotropic drugs, especially incompatibilities and interactions
- Study the diagnostic classifications of this field according to DSM-5 and ICD-11
- Distinguish the subtypes of Avoidant and Dependent Personality Disorder
- Analyze the 2nd and 3rd generation therapies applicable to this pathology



Module 8. Histrionic Personality Disorder

- Classify the differences and similarities in the most widespread diagnostic classifications
- Delve into the pathogenesis of Histrionic Personality Disorder
- Analyze the most relevant psychotherapeutic treatments
- Study its evolution, prognosis and complications

Module 9. Paranoid Personality Disorder

- Delve into the underlying genetic, environmental and biographical causes
- Differentiate pharmacological treatments with antipsychotics and anticonvulsants
- Analyze the different types of psychotherapeutic treatments
- Delve into the nosological classification according to PAS, DSM-5 and ICD-11 framework

Module 10. Antisocial Personality Disorder

- Study the prevalence and incidence of Antisocial Personality Disorder
- Delve into the clinical subtypes of this pathology
- Review the main group and individual therapies
- Approach prognosis, its variables and clinical evolution

You will achieve your most important goals of up-dating in Personality Disorders thanks to TECH's committed teaching staff"

03

Skills

For the specific approach to the different Personality Disorders, a well-defined and perfected approach is necessary, incorporating whenever possible the advances in 2nd and 3rd generation therapies or the different developments seen from the field of pharmacology. Moreover, the specialist must always continue to refine these clinical competencies, so this program also puts the focus on the skills that must continue to be expanded in the field of Personality Disorders care.

Pursue your ongoing work to improve your skills with a thorough syllabus and materials and with diagnostic, therapeutic and elderly care points of view"

General Skills

- Identify the different types of Personality Disorders and their clinical characteristics
- Understand the pathogenic characteristics in the genesis of personality disorders
- Perform a correct diagnostic approach to Personality Disorders
- Understand and master the different clinical approaches to Personality Disorders, both pharmacological and psychotherapeutic

Continue delving into psychopathological exploration and the most relevant competencies in biopsychosocial treatments and psychopathological exploration in the field of Personality Disorders"

Specific Skills

- Differentiate between personality, character and temperament
- Identify the clinical characteristics of cluster A Personality Disorders
- Become proficient in the pharmacological management of Personality Disorders
- Perform an adequate psychopathological examination from Personality disorders
- Perform an adequate Differential Diagnosis from Personality Different disorders
- Determine which patients can best be approached from a common perspective of pharmacological and psychotherapeutic approach
- Determine a psychotherapeutic approach according to the quality of life it brings to the patient
- Enhance coordination with the social worker
- Coordinate the biopsychosocial treatments
- Get to know the treatments in cases of refractoriness
- Delineate the most effective psychotherapies according to Personality Disorders
- Detect the presence of Personality Disorders in the elderly

04

Course Management

In order to guarantee a complete and relevant update on Personality Disorders, TECH has selected a teaching staff with extensive experience in this field, accumulating a crucial clinical practice to write contents focused on the most urgent hospital reality. In this way, throughout the program, the specialist will have access to both relevant theoretical content and its respective contextualization in real clinical and practical cases.

You will have the support and personalized tutoring of a teaching staff with extensive expertise in the field of Personality Disorders"

Management

Dr. Benito Ruiz, Adolfo

- Medical specialist in Psychiatry in the Toledo Hospital Complex
- FEA of Psychiatry, Toledo Hospital Complex
- FEA of Psychiatry at the Francisco Díaz Mental Health Center
- Chief researcher in several studies related to Psychiatry
- Author and co-author of dozens of scientific articles related to his specialty
- Author and coauthor of numerous book chapters
- Professor in Mental Health courses and in undergraduate studies
- Doctorate in Medicine, University of Alcala
- Master's Degree in Psychotherapy, Integrated Perspective from the University of from Alcalá Henares
- Awards of the Foundation for Biomedical Research of the Príncipe Asturias University Hospital

Professors

Dr. Benito Ruiz, Guillermo

- Research and Knowledge Transfer Technician at the Autism Confederation of Spain
- Professor at the University Isabel I International
- Medical psychologist and psychosocial therapist with experience in evaluation and rehabilitation of social cognition in different populations
- Doctorate in Health Sciences, University of Alcala
- Degree in Psychology from the University Pontificia of Comillas

Dr. Martín Villaroel, Cristina

- Specialist in Psychiatry
- Faculty of Psychiatry, Toledo Hospital Complex
- Degree in Medicine from the Complutense University of Madrid
- Therapeutic Support Course. Theory and Method in Community Intervention at the State Reference Center for Psychosocial Care
- Course of Clinical Psychopathology and Community Intervention promoted by the Association La Revolución Delirante

Dr. Benavides Rivero, Evelyn Fernanda

- Specialist in Psychiatry
- Psychiatry Faculty at the Toledo General University Complex
- Specialist physician at the Virgen de la Salud Hospital
- Aesthetic Physician in private practice
- Degree in Medicine from the University del Rosario
- Specialist in Aesthetic Medicine at the Distance University of Madrid (UDIMA)

05

Structure and Content

By following the Relearningpedagogical methodology, TECH has elaborated all the content of this program to facilitate the acquisition of knowledge as much as possible. In a natural and reiterative way, the key contents and most important concepts in Personality Disorders are repeated throughout the program, resulting in a much more effective updating process. This saves considerable hours of study time for the specialist, which can be invested in the large amount of additional and supplementary material provided.

You will have access to self-knowledge exercises, real clinical cases, videos in detail and more high-quality material, developed by the teachers themselves"

Module 1. Personality Disorders in the 21st Century

1.1. Evolution of Concepts
- 1.1.1. Personality and Personality Disorder
- 1.1.2. Components of the Personality
- 1.1.3. Character, Personality and Mood

1.2. Conceptual Modeling
- 1.2.1. The Psychodynamic Perspective
- 1.2.2. Cognitive Perspective

1.3. Theoretical Models
- 1.3.1. Interpersonal Perspective
- 1.3.2. Evolutionary Perspective

1.4. Development of Personality Disorders
- 1.4.1. Biological Factors
- 1.4.2. Factors from Learning
- 1.4.3. Sociocultural Factors

1.5. Biological Fundamentals
- 1.5.1. Prognosis of Personality Disorders

1.6. Categories and Dimensions
- 1.6.1. Dimensional Valuation vs. Categorical
- 1.6.2. Problems in the Diagnosis of Personality Disorders

1.7. Validity of the Diagnostic Criteria for Personality Disorders

1.8. Personality Disorders in the ICD-10
- 1.8.1. CIE-10 Diagnostic Criteria

1.9. Personality Disorders in the DSM-5
- 1.9.1. DSM-5 Diagnostic Criteria

1.10. Personality Disorders Assessment Tools

Module 2. Schizoid Personality Disorder

2.1. General Features

2.2. Diagnostic-Nosological Classifications
- 2.2.1. DSM-5 and ICD-11 Criteria
- 2.2.2. PAS Framework

2.3. Social and Cultural Factors
- 2.3.1. Social Factors
- 2.3.2. Influence of Culture

2.4. Etiological Factors
- 2.4.1. Genetic Biomarkers
- 2.4.2. Biographical and Environmental

2.5. Main Symptoms

2.6. Differential Diagnosis
- 2.6.1. Psychiatric Pathologies
- 2.6.2. Medical Pathologies

2.7. Evolution and Development

2.8. Variants of Schizoid Personality Disorder

2.9. Pharmacological Approach
- 2.9.1. Antipsychotics
- 2.9.2. Antidepressants
- 2.9.3. Other Treatments

2.10. Psychotherapeutic Approach
- 2.10.1. Support Therapies
- 2.10.2. Dynamic Therapies
- 2.10.3. 3rd Generation Therapies
  - 2.10.3.1. Mindfulness Therapy
  - 2.10.3.2. Acceptance and Commitment Therapy

Module 3. Obsessive Personality Disorder

3.1. Characteristics of the Disorder
3.2. Diagnosis Classification
  3.2.1. According to DSM-5 and ICD-11
  3.2.2. PAS Framework
3.3. Sociodemographic Variables and Cultural Influence
3.4. Origin and Causes
  3.4.1. Genetic Vulnerability
  3.4.2. Influence of Environment and Biographical History
3.5. Characteristic Symptoms
3.6. Symptomatic Diagnosis
  3.6.1. Differential Diagnosis with Obsessive-Compulsive Disorder (OCD)
  3.6.2. Differential Diagnosis with other Psychiatric Disorders
3.7. Evolution and Development
3.8. Distinguish the subtypes of Obsessive-Compulsive Personality Disorder
3.9. Pharmacological Approach
  3.9.1. Antidepressants
  3.9.2. Anxiolytics
  3.9.3. Other Psychopharmacological treatments
3.10. Psychotherapeutic Approach
  3.10.1. 2nd Generation Therapies. Cognitive Behavioral Therapy
    3.10.1.1. Manage exposure with response prevention
    3.10.1.2. Beck's Cognitive Therapy
  3.10.2. 3rd Generation Therapies
    3.10.2.1. Mindfulness Therapy
    3.10.2.2. Acceptance and Commitment Therapy
  3.10.3. Brief Dynamic Psychotherapy. Luborsky's CCRT method (Core Conflictual Relationship Theme)

Module 4. Borderline Personality Disorder

4.1. Features of Borderline Personality Disorder
- 4.1.1. Historical Review
- 4.1.2. Borderline Personality Style: The Unstable

4.2. Borderline Personality Disorder: Diagnosis
- 4.2.1. Diagnostic Criteria, Differences and Similarities among Criteria
- 4.2.2. DSM-5- Criteria ICD-11 Criteria

4.3. Course and Epidemiology

4.4. Etiopathogenesis
- 4.4.1. Genetics
- 4.4.2. Neurobiology
- 4.4.3. Psychosocial

4.5. Clinical Manifestations
- 4.5.1. Main Features
- 4.5.2. Signs and Behavior

4.6. Differential Diagnosis and Comorbidity

4.7. Evolution and Prognosis

4.8. Borderline Personality Variants

4.9. Medical Treatment
- 4.9.1. Criteria for Hospitalization

4.10. Psychotherapeutic Objectives
- 4.10.1. Factors of Communication
- 4.10.2. Efficacy of Cognitive-Behavioral
- 4.10.3. Future Lines
- 4.10.4. Conclusions

Module 5. Schizotypal Personality Disorder

5.1. Specific Defining Features

5.2. Classification and International Diagnostic Criteria
- 5.2.1. DSM-5 and CIE-11
- 5.2.2. PAS Framework

5.3. Sociodemographic and Cultural Determinant

5.4. Underlying Causes
- 5.4.1. Biological
- 5.4.2. Environmental and Evolutionary

5.5. Central Symptoms

5.6. Differential Diagnosis
- 5.6.1. Schizophrenia
- 5.6.2. Schizoaffective Disorder
- 5.6.3 Other Psychoses

5.7. Course
- 5.7.1. General Prognostic
- 5.7.2. Risk Factors

5.8. Variants of Schizotypal Personality Disorder

5.9. Pharmacological Approach
- 5.9.1. Antipsychotics
- 5.9.2. Antiseizure Medications
- 5.9.3. Antidepressants
- 5.9.4. Other Pharmacological Treatments

5.10. Psychotherapeutic Treatment
- 5.10.1. Cognitive-Behavioral Therapy
- 5.10.2. Dynamic Orientation Therapy

Module 6. Narcissistic Personality Disorder

6.1. Common and General Characteristics
- 6.1.1. Etiology and Causes

6.2. International Ranking
- 6.2.1. DMS-5 Classification
- 6.2.2. ICD-10 Classification

6.3. Epidemiology
- 6.3.1. Natural Course
- 6.3.2. Genetics and The Environment

6.4. Etiopathogenesis
- 6.4.1. Phenomenology

6.5. Symptoms

6.6. Differential Diagnosis
- 6.6.1. Functional Criteria Differential Diagnosis
- 6.6.2. Organic Differential Diagnosis
- 6.6.3. Comorbidities

6.7. Course and Prognosis
- 6.7.1. Evolution and Prognosis
- 6.7.2. Prevention

6.8. Clinical Sub-Types
- 6.8.1. Assessment

6.9. Pharmacological Treatment
- 6.9.1. Antipsychotics
- 6.9.2. Antidepressants
- 6.9.3. Other Pharmacological Treatments

6.10. Psychotherapeutic Treatment
- 6.10.1. Individual Psychotherapy
- 6.10.2. Group Psychotherapy

Module 7. Avoidant and Dependent Personality Disorder

7.1. Characteristics of Each DISORDER

7.2. Diagnosis Classification
- 7.2.1. Categorical Model: DSM-5 and CIE-11
- 7.2.2. Three-level Dimensional Model

7.3. Epidemiological Variables and Current Trend

7.4. Etiology and Evolutionary Development (Genes, Environment and Previous Development)
- 7.4.1. Attachment Theory

7.5. Clinical Symptomatology. Predominant Symptoms

7.6. Diagnostic Assessment
- 7.6.1. Distinguish the Sub-Types of Avoidant and Disorder Dependent Personality Disorder
- 7.6.2. Differential Diagnosis with other Psychiatric Disorders

7.7. Developmental Course and Prognosis

7.8. Distinguish the Sub-Types of Avoidant and Disorder Dependent Personality Disorder

7.9. Psychopharmacology
- 7.9.1. Antidepressants
- 7.9.2. Anxiolytics
- 7.9.3 . Other Psychoactive Drugs

7.10. Cognitive-Behavioral
- 7.10.1. 2nd Generation Therapies. Cognitive-Behavioral Therapy
- 7.10.2. 3rd Generation Therapies
  - 7.10.2.1. Therapies Based on Mindfulness
  - 7.10.2.2. Behavioral Activation Therapy
  - 7.10.2.3. Acceptance and Commitment Therapy
- 7.10.3. Guidelines Constructed from Personal Biographical History. Malan's Brief Dynamic Psychotherapy

Module 8. Histrionic Personality Disorder

8.1. Clinical Characteristics
8.2. Diagnostic Classifications
  8.2.1. DSM-5 Diagnostic Criteria
  8.2.2. CIE-10 Diagnostic Criteria
  8.2.3. Differences and Similarities in Classifications
8.3. Course
  8.3.1. Prognosis and Evolution
8.4. Etiology and Causes
8.5. Common Symptoms and Symptomatology
8.6. Clinical and Differential Diagnosis
  8.6.1. Differential Diagnosis with Functional Criteria Pathologies
  8.6.2. Comorbidities
8.7. Evolution
  8.7.1. Prognosis
  8.7.2. Complications
8.8. Histrionic Personality Disorder Sub-Types
8.9. Pharmacological Treatment
  8.9.1. Antipsychotics
  8.9.2. Antidepressants
  8.9.3. Anxiolytics
8.10. Psychotherapeutic Treatment
  8.10.1. Horowitz Integration Therapy
  8.10.2. The Beck's Cognitive Therapy
  8.10.3. Wessler Cognitive Appraisal Therapy

Module 9. Paranoid Personality Disorder

9.1. Characteristic Features
9.2. Nosological Classification
  9.2.1. DSM-5 and CIE-11
  9.2.2. PAS Framework
9.3. Sociodemographic and Cultural Factors
9.4. Underlying Causes
  9.4.1. Genetics
  9.4.2. Environmental and Biographical
9.5. Defining Symptoms
9.6. Differential Diagnosis
9.7. Evolution and Development
9.8. Subtypes of Paranoid Personality Disorder
9.9. Medical Treatment
  9.9.1. Antipsychotics
  9.9.2. Antiseizure Medications
9.10. Psychotherapeutic treatment
  9.10.1. Support Therapies
  9.10.2. Dynamic Therapies
  9.10.3. 3rd Generation Therapies
    9.10.3.1. Mindfulness Therapy
    9.10.3.2. Acceptance and Commitment Therapy

Module 10. Antisocial Personality Disorder

10.1. Common Features of Disorder
10.2. International Diagnostic Criteria
  10.2.1. DMS-5 Classification
  10.2.2. ICD-10 Classification
10.3. Prevalence and Incidence
  10.3.1. Genetics
10.4. Etiology and Causes
  10.4.1. Etiopathogenesis
  10.4.2. Risk Factors
  10.4.3. Environmental Factors
  10.4.4. Genetic Factors
10.5. Clinical Characteristics and Symptomatology
10.6. Diagnosis and Differential Diagnosis
  10.6.1. Assessment
  10.6.2. Differential Diagnosis with Psychiatric Pathologies
10.7. Prognosis
  10.7.1. Variables
  10.7.2. Evolution
10.8. Clinical Sub-Types
10.9. Pharmacological Treatment
  10.9.1. Antipsychotics
  10.9.2. Antidepressants
  10.9.3. Anxiolytics
  10.9.4. Mood Stabilizers
10.10. Cognitive-Behavioral
  10.10.1. Individual Therapy
  10.10.2. Group

Choose where, when and how you want to take on the entire teaching load. TECH gives you the freedom to adapt it to your own pace and requirements"

06

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.

According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

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:

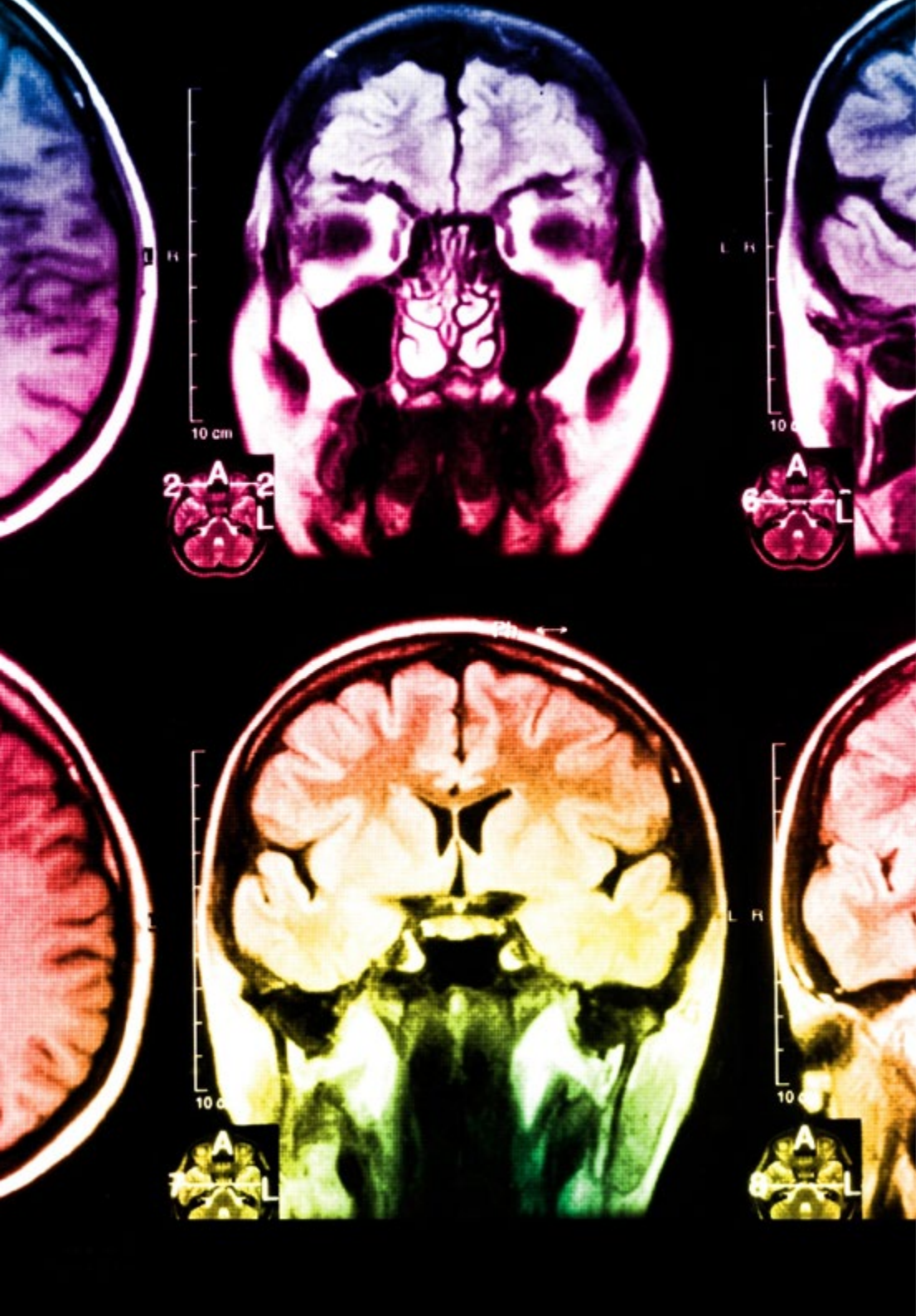
1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better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

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving 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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your 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 TECH's learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.

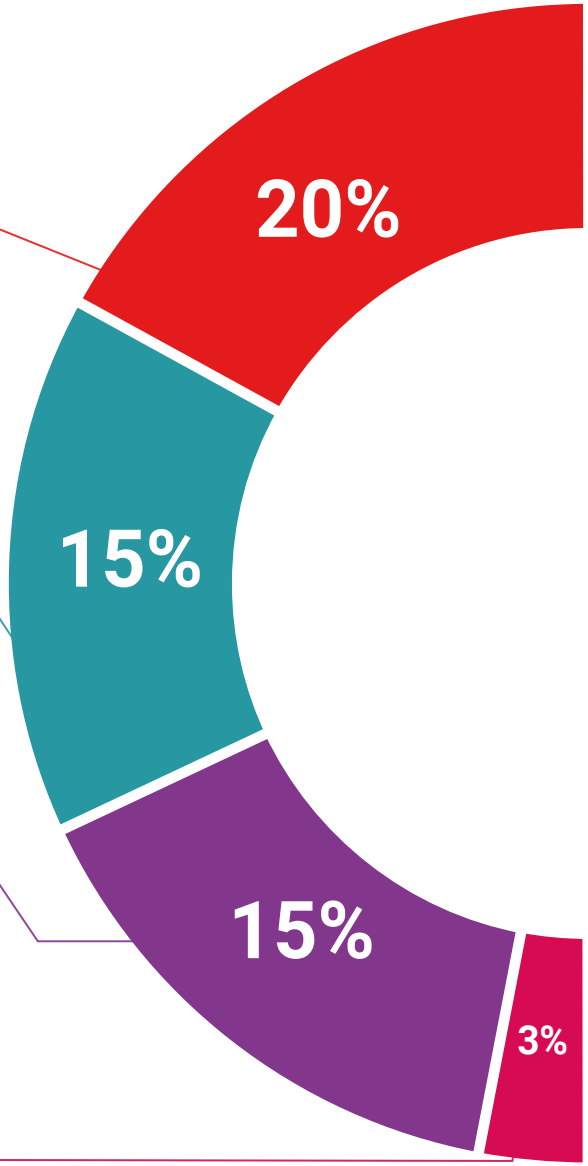
Interactive Summaries

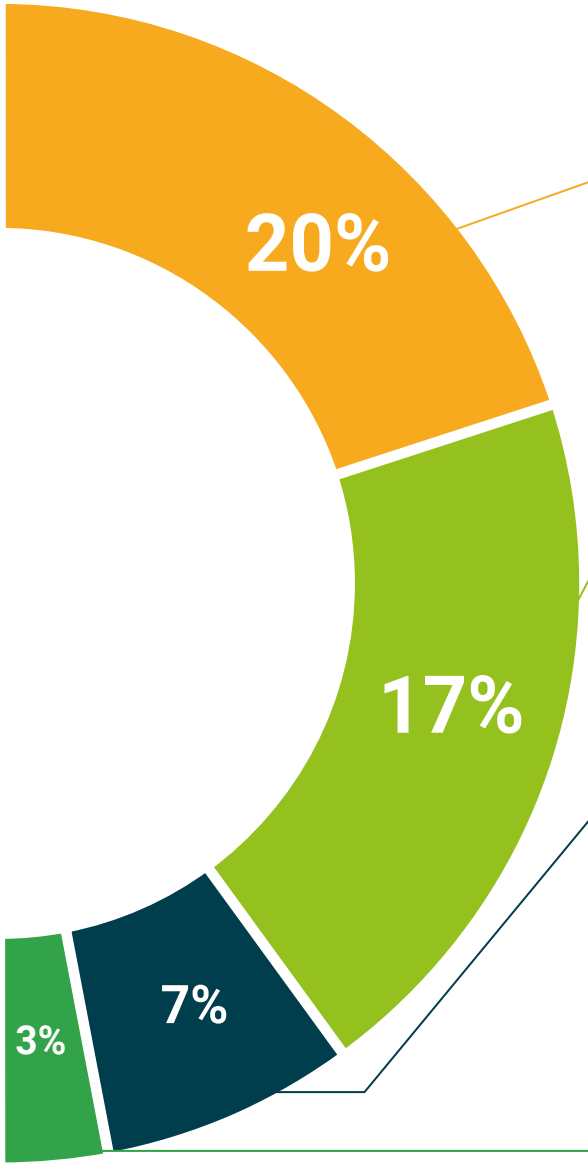
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

07

Certificate

The Master's Degree in Personality Disorders 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 program will allow you to obtain your **Master's Degree diploma in Personality Disorders** 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** title 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 Personality Disorders**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____

Master's Degree in Personality Disorders

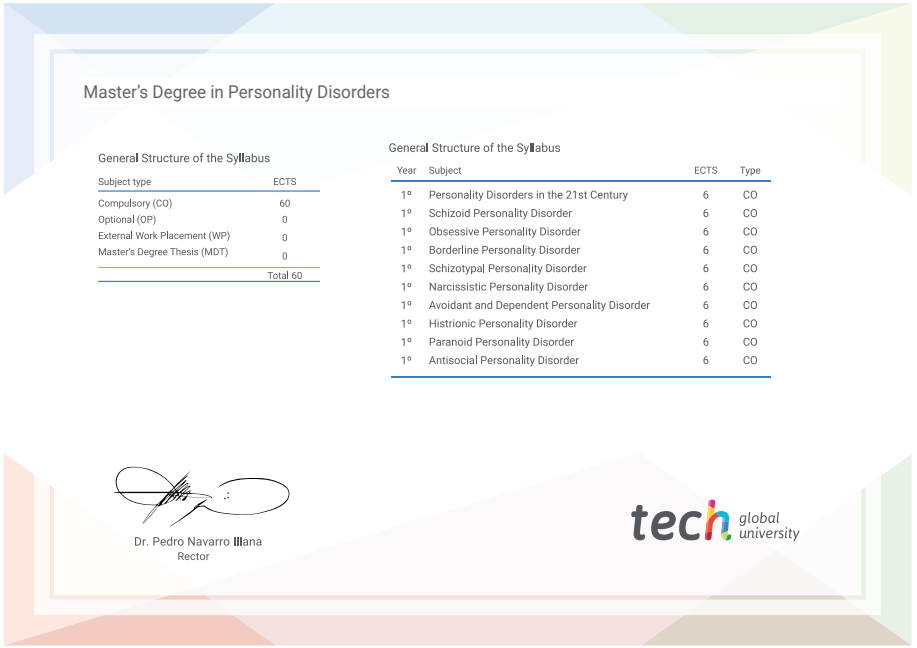
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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
Rector

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in Personality Disorders

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	Personality Disorders in the 21st Century	6	CO
1º	Schizoid Personality Disorder	6	CO
1º	Obsessive Personality Disorder	6	CO
1º	Borderline Personality Disorder	6	CO
1º	Schizotypal Personality Disorder	6	CO
1º	Narcissistic Personality Disorder	6	CO
1º	Avoidant and Dependent Personality Disorder	6	CO
1º	Histrionic Personality Disorder	6	CO
1º	Paranoid Personality Disorder	6	CO
1º	Antisocial Personality Disorder	6	CO

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Rector

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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

Personality Disorders

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

Master's Degree

Personality Disorders

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