

Postgraduate Diploma

Psychological Assessment of the Family System





Postgraduate Diploma Psychological Assessment of the Family System

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 22 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-psychological-assessment-family-system

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 18

05

Study Methodology

p. 22

06

Certificate

p. 32

01

Introduction

For the physician who wants to provide comprehensive care, including the mental and emotional well-being of their patients, understanding how to conduct a psychological assessment of the family system is an invaluable source of information. In the context of stress care through family therapy, this training provides you with all the knowledge you may need in this area. It is an opportunity to incorporate the approach to these conditions into your training through the development of family therapy.



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Conducting a psychological assessment of the family system can provide physicians with valuable insights and opportunities for intervention in the treatment of stress in their patients”

To safely care for patients dealing with stress, psychological assessment is a crucial procedure for the physician. This program offers a comprehensive and updated approach to intervention in this field. It is unique because it addresses aspects that have received the most attention in recent research on the topic. To this end, we develop some questions regarding the relationship between external stress factors, family interaction and psychological problems in children and adolescents.

The hypothesis, more or less explicitly stated by researchers, is that the negative impact certain external factors may have on the development of emotional and behavioral problems in children and adolescents is directly modulated by family functioning. Stress factors, in many cases, alter the family climate, making it dysfunctional.

The syllabus is enriched by the participation of an internationally renowned Guest Director, celebrated for their global professional career, who will deliver specialized Masterclasses in the area of therapies for Family Anxiety.

This **Postgraduate Diploma in Psychological Assessment of the Family System** 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
- ♦ 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
- ♦ Latest developments on this topic
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ 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



Strengthen your professional development with the intervention of an International Guest Director, who will give first class Masterclasses"

“

We offer you the best teaching methodology in the market and a complete theoretical and practical material that will help you to carry out an immersive study in this subject”

Advance in your profession by learning and growing with a qualification designed to be intensive yet manageable.

Learn the assessment tools with this exceptional qualification.

It includes in its teaching staff expert professionals who bring to this specialization their work experience, 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.

The design of this program focuses on Problem-Based Learning, through which the instructor will work on resolving various professional practice scenarios presented to them. To achieve this, the specialist will have the support of an innovative interactive video system created by renowned experts with vast experience.



02 Objectives

The objective of this qualification is to provide professionals with a complete and efficiently structured learning process that enables them to achieve new levels of efficiency in their medical practice. Through quality teaching, focused on practice, they will be able to learn how to carry out the procedures and implement the necessary tools to develop them in the context of stress intervention from family therapy.



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A comprehensive educational journey that will allow you to grow in your practical intervention skills, learning how to conduct a complete and efficient psychological assessment of the family system”



General Objectives

- ♦ Master the current knowledge of psychic and social disorders in the family environment
- ♦ Learn how to achieve a therapist-patient bond in the field of family therapy
- ♦ Identify the agents who live with the child and adolescent, and discover their impact on family psychopathology
- ♦ Develop understanding of the dynamics between the parents and the consequences on the family
- ♦ Describe, in relation to protocols, the intervention programs, taking into account the characteristics and aspects of the systemic relationship in the family
- ♦ Identify the evolution of different disorders listed in the DSM-5 or ICD-10
- ♦ Master the fields of the physician-psychologist interaction in family interventions
- ♦ Provide the professional with all the up-to-date references on the diagnosis, intervention and therapeutic process of the family
- ♦ Describe with decision protocols the individualized study of family members in order to perform a rigorous psychopathological study
- ♦ Use decision trees to make a permanent differential diagnosis
- ♦ Organize all the information within a multidisciplinary framing model in the study of the biopsychosocial framework of the family in this century





Specific Objectives

Module 1. Psychodiagnosis and Assessment of the Family System

- ♦ Gain in-depth knowledge of the family clinic, as well as to provide the necessary skills to work in a systemic way
- ♦ Identify and make decisions about patients taking into account the social and emotional environment in which they find themselves
- ♦ Address the family, school and social environment
- ♦ Identify definitions from the anthropological, sociological, and psychological perspectives of the family
- ♦ Demonstrate the influence of family and social dynamics on human development
- ♦ Distinguish family groups from a modern conception of family

Module 2. Family Interview

- ♦ Use silence in family intervention
- ♦ Manage the emotional crises within a session and children or adolescents and adults.
- ♦ Frame the axioms of the interview
- ♦ Define affective valence
- ♦ Recognize verbal and non-verbal communication
- ♦ Discern between psychopathology and normality

Module 3. Family Stress

- ♦ Describe the emotional patterns of family members
- ♦ Redefine stress, differentiating normal anxiety from pathological anxiety, identifying stress, phobias, and panic, among others
- ♦ Describe the main sources of distress or stressors in the natural environment
- ♦ Delve into the protective or health-promoting traits
- ♦ Understand occupational stress by grouping, classifying and forming categories and concepts
- ♦ Establish the different types of intervention based on the victim



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

03

Course Management

The teaching staff is made up of psychology professionals who are experts in family therapy, with a long track record in working with this type of intervention. They will teach you how to intervene therapeutically with patients suffering from stress, acquiring the necessary resources to take direct advantage of the possibilities of family therapy.



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*A teaching staff of professional experts
in family therapy will be in charge of
accompanying you in your learning
process, in a direct and accessible way”*

International Guest Director

Dr. David H. Rosmarin is a renowned **clinical psychologist** and founder of the **Center for Anxiety**, where he has led a team of more than 80 physicians who treat more than 1,000 patients annually. His specialization encompasses **intensive** and **outpatient** treatment of anxiety disorder, as well as **depression** in all ages. In addition, his approach combines **scientific evidence** with **spirituality**, seeking to transform the pathology into a strength that contributes to **personal growth**.

He has also held prominent positions as **Associate Director of Psychology** in the **Department of Psychiatry** at Harvard Medical School and as **Director of the Spirituality and Mental Health Program** at McLean Hospital. These positions have allowed him to develop advanced skills in **clinical treatment** and **mental health** integration. Likewise, his ability to lead teams and train new professionals has been fundamental to the advancement of **psychological practice**.

Internationally, he has been recognized for his innovative contributions in the treatment of **Anxiety** and **Depression**. In this sense, he has received multiple awards for his **clinical and academic work**, standing out as a **pioneer** in mental health. Also, his approach, which has promoted the acceptance of **human emotions** as a way to overcome the stigmas associated with these disorders, has earned him invitations to prestigious **conferences** and **events** around the world.

In addition to his **clinical practice**, he has authored numerous peer-reviewed **articles** and **publications**. His **research** has focused on the relationship between **spirituality** and **mental health**, exploring how these elements can be integrated into the treatment of **emotional disorders**. Additionally, his commitment to professional development has been reflected in the **APPIC-approved Anxiety Center Psychology program**.



Dr. Rosmarin, David H.

- Director of the Mental Health Program at McLean Hospital, Massachusetts, United States
- Associate Director of Psychology in the Department of Psychiatry at Harvard Medical School
- Director of the Spirituality and Mental Health Program at McLean Hospital
- Assistant, Department of Psychiatry, Harvard University
- Postdoctoral Fellowship in Clinical Psychology at Harvard University
- Ph.D. in Clinical Psychology from Bowling Green State University
- Master's Degree in Counseling Psychology from the University of Toronto

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

Management



Dr. Aguado Romo, Roberto

- ♦ President of the European Institute of Time-Limited Psychotherapy
- ♦ Psychologist in private practice
- ♦ Researcher in Time-Limited Psychotherapy
- ♦ Guidance team coordinator for many educational centers
- ♦ Author of several books on Psychology
- ♦ Expert communicator in Psychology in the media
- ♦ Professor in university courses and postgraduate studies
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Specialist in Clinical Psychology
- ♦ Specialist in Selective Dissociation Targeting

Teachers

Dr. Martínez Lorca, Manuela

- ♦ Health Psychologist
- ♦ Professor in the Department of Psychology at the University of Castilla-La Mancha
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Bachelor's Degree in Psychology
- ♦ Doctor of Medicine

Dr. González Agüero, Mónica

- ♦ Psychologist in charge of the Child and Adolescent Psychology Department.
- ♦ Quirónsalud Marbella Hospital and at Avatar Psicólogos
- ♦ Psychologist and Teacher at the European Institute of Time-Limited Psychotherapies (IEPTL)
- ♦ Degree in Psychology from the National University of Distance Education (UNED)

Dr. Gandarias Blanco, Gorka

- ♦ Director of the URASKA clinical center. Founder of the Psychology and Psychotherapy Consultancy
- ♦ Head of the Guidance and Educational Innovation Department of the San José School in Nanclares de la Oca
- ♦ Psychologist specialized in psychotherapy recognized by the EFPA (European Federation of Psychologists' Associations).
- ♦ Bachelor's Degree in Psychology. University of Deusto
- ♦ Master's Degree in Time-Limited and Health Psychotherapy
- ♦ International Master's Degree in Clinical and Health Psychology
- ♦ Diploma in Gestalt Therapy
- ♦ Cooperative Learning Specialist, Coach Level in the Conscious Emotional Bonding Model (VEC).

Dr. Roldán, Lucía

- ♦ Health Psychologist
- ♦ Specialist in Cognitive Behavioral Intervention
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in Energy Therapy Intervention

Dr. De Dios González, Antonio

- ♦ Director of Avatar Psychologists
- ♦ Director of the Psychology Department of Quirónsalud Hospital in Marbella.
- ♦ Director of the Clinical and Health Area of Iridia Hispania
- ♦ Trainer at the Spanish Red Cross
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Specialist in Emotional Freedom Technique by the World Center for EFT
- ♦ Transpersonal Therapist in the Spanish School of Transpersonal Development
- ♦ Bachelor in Psychology at the Complutense University of Madrid
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology from the European Institute of Time-Limited Psychotherapies
- ♦ Master in Neurolinguistic Programming at Richard Bandler's SNLP-The Society of NLP



Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

04

Structure and Content

The structure of the content has been designed by a team of psychology experts who have taken into account the latest strategies and innovations in the field. In a structured way, a complete syllabus has been developed, oriented towards practical learning with a direct look at the implementation of what has been learned, with the security of the most up-to-date knowledge.





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A broad yet specific syllabus that will guide you toward your learning goals in an engaging and effective way”

Module 1. Psychodiagnosis and Assessment of the Family System

- 1.1. Anthropological, Historical, Sociological and Psychological Perspective of the Family
- 1.2. Diagnosis as a Catalyst for the Therapeutic Bond
- 1.3. Evaluator Skills
 - 1.3.1. Being Helpful in the Process
 - 1.3.2. Understanding What Is Happening
 - 1.3.3. Being Open and Understanding
 - 1.3.4. Becoming an Authority
- 1.4. Psychodiagnosis and Assessment of the Family System
 - 1.4.1. Language
 - 1.4.2. Pathological and Healthy Bonds
 - 1.4.3. Utilizing Others
 - 1.4.4. Rejection and Abandonment
 - 1.4.5. Stress, Distress and Eustress
 - 1.4.6. Conflicts and Tensions
 - 1.4.7. Family Psychopathology
- 1.5. Place in the Sibling Group and Social Desirability
 - 1.5.1. Family Composition
 - 1.5.2. The Right to Have Siblings
 - 1.5.3. Twins
 - 1.5.4. The Sick Sibling
 - 1.5.5. Grandparents and Uncles
 - 1.5.6. Other Components
- 1.6. Objectives of Psychodiagnosis
 - 1.6.1. Evaluator and Evaluated Bond
 - 1.6.2. Discovering What Exists
 - 1.6.3. Clarifying the Facts
 - 1.6.4. Explaining the State of the Subject with Scientific Facts
 - 1.6.5. Understanding the Relationship Between the Study Participants and the Situation They Have Experienced
- 1.7. Millon's Clinical Multiaxial Inventory (MCMII-III)
 - 1.7.1. Modifier Scales: Desirability and Alteration Index
 - 1.7.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive
 - 1.7.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid
 - 1.7.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, PTSD
 - 1.7.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 1.8. CATELL's 16 PF-5
 - 1.8.1. Affability, Reasoning, Stability, Dominance, Animation, Attention to Norms, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to Change, Self-Sufficiency, Perfectionism, and Tension Includes Scales for "Social Desirability" (MI), "Infrequency" (IN), and "Acquiescence" (AQ) to Control Response Biases
- 1.9. Behavior Assessment System for Children BASC
 - 1.9.1. Internalizing Problems: Depression, Anxiety, Social Anxiety, Somatic Complaints, Obsession-Compulsion, and Post-Traumatic Symptomatology
 - 1.9.2. Externalized Problems: Hyperactivity and Impulsivity, Attention Problems, Aggressiveness, Defiant Behavior, Anger Control Problems, Antisocial Behavior
 - 1.9.3. Specific Problems: Antisocial Behavior, Eating Disorders, Schizotypy, Substance Abuse
- 1.10. Questionnaire for Evaluating Adopters, Caregivers, Tutors, and Mediators (CUIDA)
- 1.11. Personality Assessment Inventory (PAI)
 - 1.11.1. 4 Validity Scales (Inconsistency, Infrequency, Negative Impression, Positive Impression)
 - 1.11.2. Clinical Scales (Somatic Complaints, Anxiety, Anxiety-Related Disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline Traits, Antisocial Traits, Alcohol Problems, Drug Problems)
 - 1.11.3. Considerations for Treatment Scales (Aggression, Suicidal Ideations, Stress, Lack of Social Support, Treatment Rejection)
 - 1.11.4. Two Interpersonal Relationship Scales (Dominance and Affability)
 - 1.11.5. 30 Subscales Providing More Detailed Information
- 1.12. Study of the Credibility of the Narrative
 - 1.12.1. CBCA System (Criteria-Based Content Analysis)
 - 1.12.2. The Statement Validity Assessment (SVA) Udo Undeutsch
 - 1.12.3. SVA = Interview + CBCA + Validity Checklist

Module 2. Family Interview

- 2.1. Active Interview
 - 2.1.1. Information Theory
 - 2.1.2. Communication Channels
 - 2.1.3. Communication System
- 2.2. Axioms of the Interview
 - 2.2.1. It Is Impossible Not To Communicate
 - 2.2.2. Content and Relationship
 - 2.2.3. Affective Value
 - 2.2.4. Digital and Analog Communication
 - 2.2.5. Symmetry & Asymmetry
- 2.3. Exploration of Communication
 - 2.3.1. Verbal Communication
 - 2.3.2. Non-Verbal Communication
 - 2.3.3. Double Bind
 - 2.3.4. Psychopathology of Communication
 - 2.3.5. A Gesture is Worth a Thousand Words
- 2.4. Clinical History
 - 2.4.1. Personal
 - 2.4.2. Family
 - 2.4.3. Generational
- 2.5. Anamnesis
 - 2.5.1. Psychopathological Biography
 - 2.5.2. Biography of Medical Diseases
 - 2.5.3. Social Problems Biography
- 2.6. General Structure of the Mental Examination
 - 2.6.1. Non-Verbal Communication and Emotions
 - 2.6.2. Communication Around the Table
- 2.7. Semiology, Signs and Symptoms
 - 2.7.1. Signs
 - 2.7.2. Symptoms

- 2.8. Epistemology of Diagnosis
 - 2.8.1. Syndromic Descriptive Diagnosis vs. Disease
 - 2.8.2. Nosology. Categorical vs. Dimensional Diagnosis
- 2.9. Multiple Diagnoses and Comorbidity
- 2.10. Clinical vs. Research Criteria
- 2.11. Expert Interview

Module 3. Family Stress

- 3.1. New Ways to Define Stress
- 3.2. Common Stressors in the Family
 - 3.2.1. Relational
 - 3.2.2. Environmental
 - 3.2.3. Economic
 - 3.2.4. Affective
 - 3.2.5. Pathologies of Family Members
 - 3.2.6. Abuse and Violence
 - 3.2.7. Separation and/or Abandonment
- 3.3. Interpersonal Stress
- 3.4. Toxic Substances and the Family
 - 3.4.1. With Substances
 - 3.4.2. Without Substances
 - 3.4.3. Dependencies
- 3.5. The Information Recovery Process: The Transfer of Learning
- 3.6. Occupational Stress
- 3.7. Learning and Family Events
- 3.8. Family Crises

05 Study Methodology

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

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



“

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

The student: the priority of all TECH programs

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

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

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

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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.

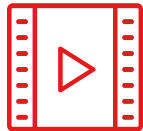
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

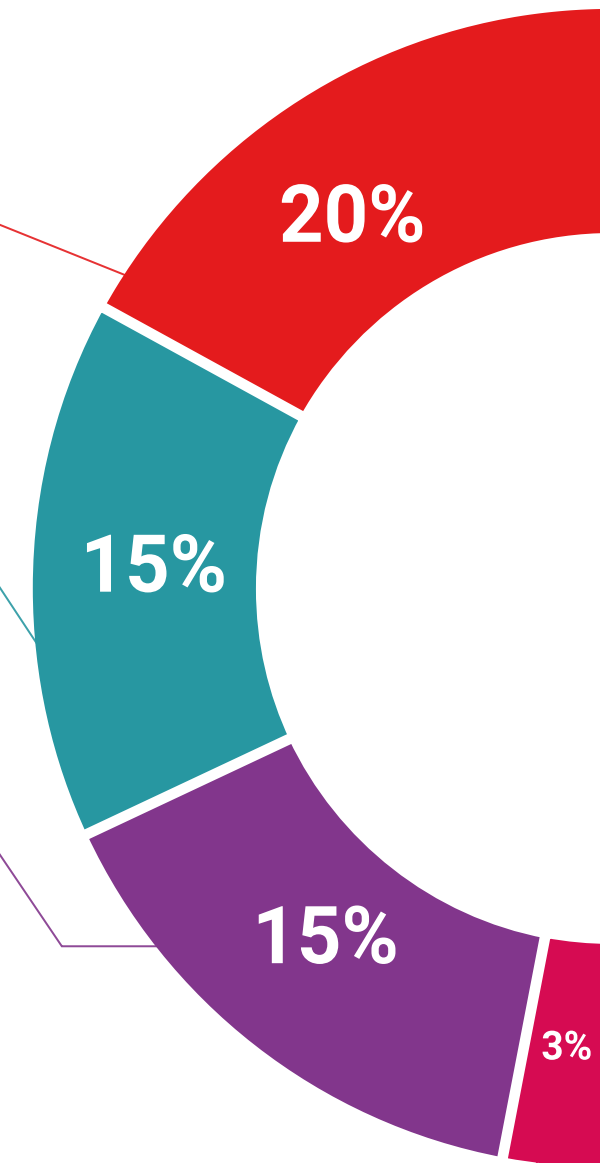
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

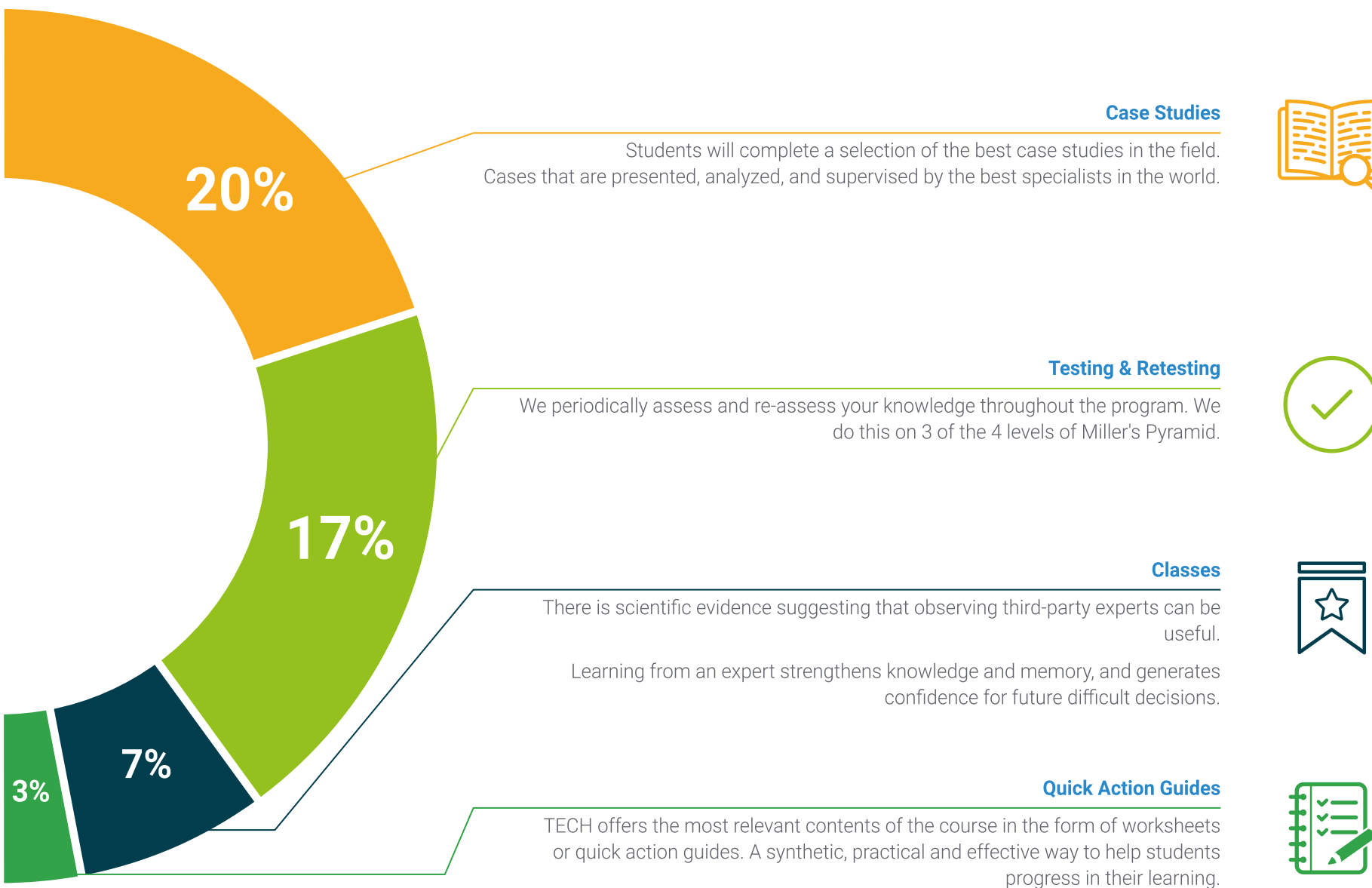
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

This Postgraduate Diploma in Psychological Assessment of the Family System 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 Psychological Assessment of the Family System** endorsed by TECH Global University, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

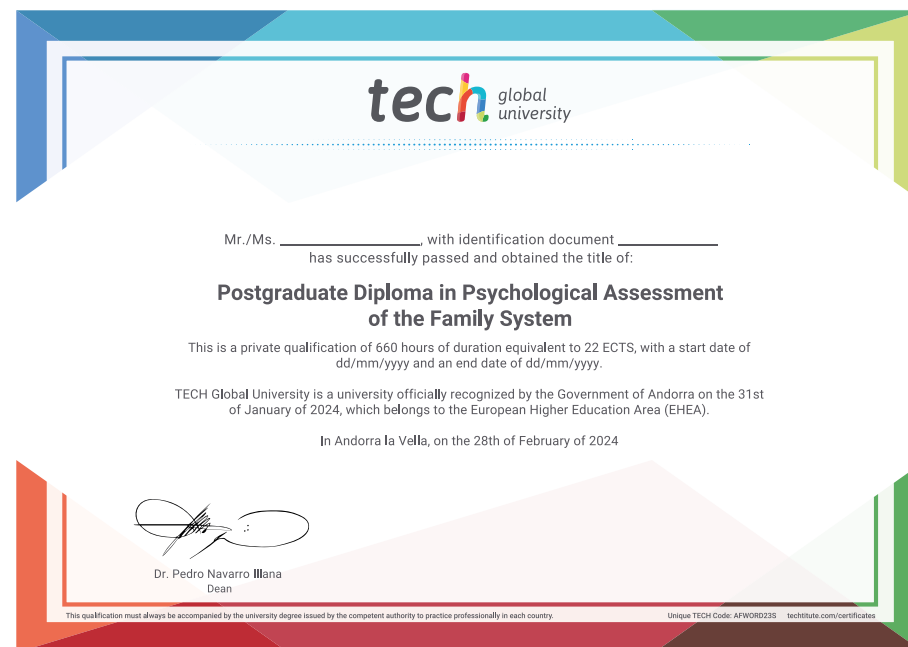
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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Modality: **online**

Duration: **6 months**

Accreditation: **22 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development languages
virtual classroom



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Postgraduate Diploma

Psychological Assessment of the Family System