Postgraduate Diploma

Psychology of Childhood Learning and Mental Disorders

tech technological university

Postgraduate Diploma
Psychology of Childhood Learning and Mental Disorders

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

Website: **www.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-psychology-childhood-learning-mental-disorders**

Index

01

Introduction

Mental Health Nurses must perform a diverse range of tasks depending on each patient's needs. Generally speaking, this care is based on psycho-emotional stability prevention and promotion, addressing possible cognitive impairments and establishing therapeutic guidelines to help alleviate the effects. TECH has developed a complete program that focuses on the management of patients with mental disorders and learning difficulties based on the most innovative clinical strategies. Therefore, nurses will be able to update their skills for the management of these cases, based on the most cutting-edge psychological care concepts, collected in a convenient and flexible 100% online academic experience.

Would you like to explore the latest developments in the psychological care of child and adolescent patients with learning disabilities and mental disorders? Then this program is perfect for you"

Mental health promotion and prevention is one of the activities carried out by nursing professionals working in the area of neurocognitive disorders and diseases. This is a complex task due to the casuistry that each patient usually presents, determined by the characteristics of the pathology they suffer from. However, the close relationship between these professionals and the people they serve makes them an essential support for their recovery, rehabilitation or adaptation, generating unique bonds through which highly effective and beneficial treatments can be implemented for their emotional and psychological stability.

For this reason, and bearing in mind the increasing attention to mental health promotion, TECH and its team of Nursing and Psychology professionals have developed a complete program which facilitates the management of patients with mental disorders and learning difficulties in the clinical setting. It is a complete, dynamic, exhaustive and cutting-edge program that gathers the latest information related to specialized care for children and adolescents with different abilities, as well as for those who suffer from any kind of cognitive condition (anxiety, fears, phobias, stress, etc.). The program also includes a section dedicated to research, allowing students to explore statistical studies, the application of scientific method and the latest in psychometrics. Finally, it concludes this academic experience by reviewing the fundamentals of Mental Health Nursing, updating professionals' knowledge on NANDA-NOC-NIC taxonomies and their practical application in the current clinical context.

For this purpose, it contains 425 hours of the best theoretical, practical and supplementary content, the latter presented in different formats in order to provide the students with the opportunity to expand each section of the syllabus to suit their own needs and interests. Furthermore, it is presented 100% online, guaranteeing access from any device with an Internet connection, be it a tablet, PC or cell phone. This way students will not have to worry about having to follow strict schedules or attend classes, and will be able to update their knowledge through an academic experience that adapts to their needs and to the demands of nursing in the care of infant and adolescent patients with mental disorders.

This **Postgraduate Diploma in Psychology of Childhood Learning and Mental Disorders** contains the most complete and up-to-date scientific program on the market. The most importantfeatures include:

- Practical cases presented by experts in Nursing and Psychology
- The graphic, schematic, and practical content with which they are created, provides 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
- 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

Thanks to this Postgraduate Diploma you will be able to incorporate the most innovative psychological strategies for the promotion of higher capacities in your practice"

You will study the latest findings related to the different psychological care models in the clinical setting, allowing you to implement the best emotional management strategies in your practice.

" You will have unlimited access to 425 hours of diverse theoretical, practical and supplementary content, which you will be able to download to any device with an Internet connection for consultation, even without coverage"

The perfect opportunity to get up to date on advances in nursing support for the psychological care of mental disorders in childhood.

The program's teaching staff includes professionals from the field 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 students will be assisted by an innovative interactive video system created by renowned and experienced experts.

02
Objectives

Nursing is one of the broadest and most diverse practices in existence, characterized, moreover, by its closeness to the individual. For this reason, and given the important role played by its professionals in the psychological management of children and young patients with mental disorders and psychocognitive difficulties, TECH has developed a complete program that will allow them, in just 6 months of 100% online study, to delve into the latest developments related to the fundamentals of nursing for mental health promotion and prevention, and provide cutting-edge praxis and clinical care supported by the most up-to-date knowledge.

tech

A Postgraduate Diploma designed to help you achieve even your most ambitious goals and meet the most demanding standards in the field of Mental Health Nursing"

General Objectives

- Describe the relationship between thinking ability and learning and explain the different types of reasoning based on modern, clinical theories
- Manage the most innovative strategies to identify and treat stress and describe the historical evolution of language support from a modern psychological standpoint

Thanks to this program's course you will be able to explain the neurophysiological basis of motivation using the most advanced scientific-clinical arguments"

Specific Objectives

Module 1. Psychological Treatment for Learning Ability

- Explain instrumental conditioning and its relation to learning
- Identify what is reinforcement in instrumental conditioning
- Delve into aversive instrumental conditioning
- Define observational learning and the different theories that explain it
- Explain what the model consists of and classify it according to the different types
- Establish the effects of observational learning
- Define stimulus control in relation to learning

Module 2. Psychological Treatment for Higher Cognitive Abilities

- Explain attention and filter models
- Describe resource-limited models
- Delve into automated and controlled care processes
- Explain the psychology of emotion
- Detect the importance of positive and negative emotions
- Identify the expression and regulation of emotions
- Manage strategies to identify and deal with stress
- Describe the historical evolution of attention to language from a psychological perspective
- Comprehend the relationship between language ability and learning
- Define memory structures
- Explain short-term memory as working memory
- Describe the different memory processes
- Understand the concepts of propositional representations and mental imagery

- Assimilate new approaches to memory
- Define the fundamental concepts of motivation
- Explain the neurophysiological basis of motivation
- Describe the relationship between thinking ability and learning
- Analyze the different types of Reasoning
- Explain problem solving and decision making
- Comprehend the relationship between Perception ability and learning

Module 3. Childhood Mental Disorders

- Define the different childhood communication disorders
- Explain the different childhood learning disorders
- Define the different motor-skills disorders in childhood
- Detect the main emotional disorders in children.
- Explain the impact of abuse and neglect in infancy and childhood

Module 4. Statistics, Scientific Method, and Psychometrics

- Define and control psychological variables
- Delve into the use of psychometrics in mental health research
- Perform quantitative data analysis

Module 5. Fundamentals of Mental Health Nursing

- Explain the models and theories of Mental Health Nursing
- Master the Nursing Care Process in people with mental disorders
- Apply the NANDA-NOC-NIC taxonomies

03

Course Management

For this program TECH has selected a teaching staff who are well versed in Mental Health and Pediatric Nursing. This way, the graduate will have the support of a group of specialists with a broad and extensive professional experience in the sector, who are currently working in leading clinical centers. In this way, they will be able to learn about the latest developments in the management of young patients with mental disorders and learning disabilities first-hand, and implement the most effective strategies in their practice in order to provide excellent and up-to-date care.

In order for you to perfect your skills, the teaching team has selected clinical cases from their own experience for you to resolve, applying the strategies included in this program"

Management

Ms. Peña Granger, Mercedes

- Head of Adult Psychiatry Nursing Unit at General University Gregorio Marañon Hospital, Madrid
- EIR Mental Health Tutor in Multidisciplinary Teaching Unit at Gregorio Marañón General University Hospital, Madrid
- Associate Professor at the University of Comillas and the University of Rey Juan Carlos
- Graduate in Nursing from the Complutense University of Madrid
- Diploma in Nursing Psychosomatics from the Complutense University of Madrid.
- Degree in Social and Cultural Anthropology from the Complutense University of Madrid.
- Degree in Nursing from Rey Juan Carlos University
- Mental Health Specialist. Ministry of Health
- Master's Degree in the Humanization of Health Institutions from the European University of Madrid

Mr. Lozano Alonso, Raúl

- Head of Nursing of the Drug Addiction Disorders Unit at Hestia Esquerdo Hospital
- President of the Madrid Association of Mental Health Nurses
- Professor at the University School of Nursing of the Red Cross from the Autonomous University of Madrid
- Personalized Trainer in MIR exams at CEMIR-Team POE
- Faculty member of Nus Agency
- Nursing Services in Quirónsalud
- Community Care Nurse in the Madrid Health Service (SERMAS)
- University Professor at Rey Juan Carlos University
- Assistant University Professor at the Autonomous University of Madrid
- Diploma in Nursing
- Specialist Nurse in Mental Health via EIR entrance exams
- Master's Degree in Nursing Sciences
- Master's Degree in Health Services Management and Telemedicine

Professors

Ms. Cunillera Llorente, Alicia Hatshepsut

- Specialist Nurse in Mental Health
- Nurse of the Short Psychiatric Hospitalization Unit at the Gregorio Marañón General University Hospital, Madrid
- Nurse of the Food Disorders Unit at the Gregorio Marañón General University Hospital, Madrid
- Nurse from the Personality Disorders Unit at the PhD Rodríguez Lafora Hospital
- Speaker at congresses and conferences specialized in Mental Health
- Degree in Nursing from the Pontificia de Comillas University

Ms. Borrego Espárrago, María Victoria

- Nursing Supervisor of in Hospitalization at the Ruber Juan Bravo Hospital Complex
- Nurse Mental Health Specialist at Sisters Hospitals of the Sacred Heart of Jesus
- Nursing Supervisor of the Psychosocial Rehabilitation Area at the San Miguel Clinic
- Author of numerous Specialized publications
- Diploma in Nursing from the Autonomous University of Madrid
- Diploma in Nursing by EUE Red Cross
- Postgraduate Diploma Degree in Health Services Management through the University CEU Cardenal Herrera
- Member of: Board of Directors of the Spanish Association of Nursing of Mental Health and Advisory Commission of Care of the Regional Office of the Community of Madrid

Ms. González Palomar, María Esther

- Specialist Nurse in Mental Health
- Head of the Nursing Unit of Adolescent Psychiatry at the Gregorio Marañón University General Hospital
- Postgraduate Certificate in Nursing from the Complutense University
- Postgraduate Certificate in Social Work at Complutense University
- Specialist in Mental Health Nursing
- University Diploma in Surgical Nursing
- University Diploma in Coronary Unit Nursing
- University Diploma in Psychiatric Nursing

Take the step to get up to date on the latest developments in Social and Personality Psychology"

04
Structure and Content

This Postgraduate Diploma in Psychology of Childhood Learning and Mental Disorders has been developed by TECH with the support of the teaching team made up of Nursing and Mental Health professionals who are experts on the latest developments in modern clinical practice with child and adolescent patients, allowing them to give the best guidance to students seeking to update their practice. In addition, students will have access to high quality supplementary material allowing them to contextualize the content and expand on each section in a personalized way according to their needs.

In the Virtual Campus you will find dozens of hours of diverse supplementary material to delve into the different sections of the syllabus in a personalized way: videos, articles, news, exercises, etc"

Module 1. Psychological Treatment for Learning Ability

1.1. Instrumental Conditioning
    1.1.1. Procedures
    1.1.2. Reinforcement
    1.1.3. Behavioral Choice
    1.1.4. Aversive Instrumental Conditioning
1.2. Observational learning
    1.2.1. Introduction
    1.2.2. Observational Learning Theories
    1.2.3. Types of Modeling
    1.2.4. The Effects of Observational Learning
    1.2.5. Reinforcement
1.3. Stimulus Control
    1.3.1. Introduction
    1.3.2. Generalization
    1.3.3. Discrimination

Module 2. Psychological Treatment for Higher Cognitive Abilities

2.1. Psychological Treatment for Attention Span
    2.1.1. Introduction to Attention Study. Filter Models
    2.1.2. Limited Resource Models
    2.1.3. Automatic and Controlled Processes
2.2. Psychological Treatment for Emotional Capacity
    2.2.1. Introduction to the Psychology of Emotion
    2.2.2. Positive and Negative Emotions
    2.2.3. Expression and Regulation of Emotions
    2.2.4. Stress and Coping
2.3. Psychological Attention to Language Capacity
    2.3.1. Historical Evolution of Language Intervention from a Psychological Perspective
    2.3.2. Introduction to the Psychology of Language
    2.3.3. Understanding Language

2.4. Psychological Attention to Memory Capacity
    2.4.1. Memory Structures
    2.4.2. Short-Term Memory as Working Memory
    2.4.3. Memory Processes
    2.4.4. Propositional Representations and Mental Imagery
    2.4.5. Basic Concepts and Categories
    2.4.6. New Approaches to Memory
2.5. Psychological Treatment for Motivation Capacity
    2.5.1. Introduction to the Fundamental Concepts of Motivation
    2.5.2. Neurophysiological Basis of Motivation
    2.5.3. Cognitive Activity
    2.5.4. Primary and Secondary Motives
2.6. Psychological Treatment for Thought Capacity
    2.6.1. Comprehension: Diagrams
    2.6.2. Deductive reasoning
    2.6.3. Inductive Reasoning
    2.6.4. Problem-Solving and Decision Making
2.7. Psychological Treatment for Perception Capacity
    2.7.1. Psychophysics
    2.7.2. The Visual System
    2.7.3. Shapes, Colors, and Movement
    2.7.4. Hearing
    2.7.5. Olfactory and Taste System
    2.7.6. Touch, Temperature, and Pain

Module 3. Childhood Mental Disorders

3.1.   Introduction and General Disorders
  3.1.1.   Clinical Child and Adolescent Psychology
  3.1.2.   Intellectual Disability
  3.1.3.   Pervasive Developmental Disorders
3.2.   Ability Disorders
  3.2.1.   Communication Disorders
  3.2.2.   Learning Disorders
  3.2.3.   Motor Skills Disorders
3.3.   Habit Disorders
  3.3.1.   Attention and Hyperactivity Disorders
  3.3.2.   Behavioral Disorders
  3.3.3.   Eating Disorders in Childhood and Adolescence
  3.3.4.   Elimination Disorders
  3.3.5.   Sleep Disorders
  3.3.6.   Motor Habit Disorders
3.4.   Emotional Disorders
  3.4.1.   General Anxiety
  3.4.2.   Fears and Phobias
  3.4.3.   Obsessive and Stress Disorders
  3.4.4.   Mood Disorders
3.5.   Other Childhood and Adolescent Disorders
  3.5.1.   Other Childhood and Adolescent Disorders
  3.5.2.   Child and adolescent health psychology
  3.5.3.   Abuse and Neglect in Infancy and Childhood
  3.5.4.   Addiction in Child and Adolescent Populations

Module 4. Statistics, Scientific Method, and Psychometrics

4.1.   Statistics
  4.1.1.   Introduction
  4.1.2.   Descriptive Statistics with One Variable
  4.1.3.   Correlation
  4.1.4.   Regression
  4.1.5.   Introduction to Probability
  4.1.6.   Probability
  4.1.7.   Introduction to Inferential Statistics
  4.1.8.   Quantitative Data Analysis: The Most Common Parametric Tests
  4.1.9.   Non-Parametric Contrasts
4.2.   The Scientific Method and The Experimental Method
  4.2.1.   Introduction to The Scientific Method
  4.2.2.   Definition and Control of Psychological Variables
  4.2.3.   The Design of the Experiment
  4.2.4.   Unifactorial Designs
  4.2.5.   Factorial Designs
  4.2.6.   Quasi-Experimental Designs
  4.2.7.   N-of-1 Designs
  4.2.8.   Surveys
4.3.   Psychometry
  4.3.1.   Introduction
  4.3.2.   Classical Test Theory
  4.3.3.   Generalizability Theory
  4.3.4.   Item Response Theory
  4.3.5.   Validity

Module 5. Fundamentals of Mental Health Nursing

5.1.   Models and Theories of Mental Health Nursing
5.2.   The Nursing Care Process for People with Mental Disorders
5.3.   NANDA-NOC-NIC Taxonomies and their Practical Application

05
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 Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.
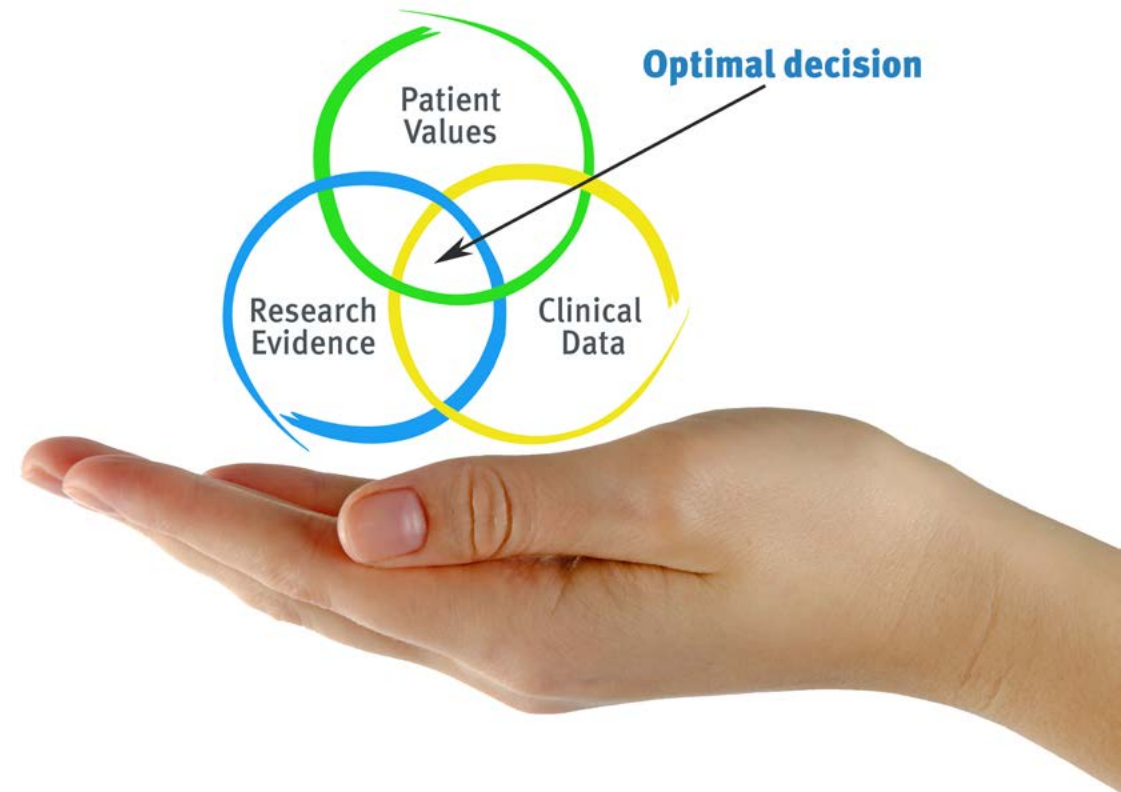
According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the real conditions in professional nursing 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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.

2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.

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 case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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 really specific and precise.

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

Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want.

Interactive Summaries

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

This exclusive 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.

20%

15%

15%

3%

20%

17%

3%

7%

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 suggesting that observing third-party experts can be useful.

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.

06
Certificate

The Postgraduate Diploma in Psychology of Childhood Learning and Mental Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

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

This **Postgraduate Diploma in Psychology of Childhood Learning and Mental Disorders** contains the most complete and up-to-date scientific on the market

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

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

Title: **Postgraduate Diploma in Psychology of Childhood Learning and Mental Disorders**

Official Nº of Hours: **425 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Psychology of Childhood Learning and Mental Disorders

This is a qualification awarded by this University, equivalent to 425 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

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

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

tech
technological university

Postgraduate Diploma
Psychology of Childhood Learning and Mental Disorders

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

Postgraduate Diploma
Psychology of Childhood Learning and Mental Disorders

tech technological university