

Postgraduate Diploma
Cognitive-Behavioral
Psychology



Postgraduate Diploma Cognitive-Behavioral Psychology

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

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-cognitive-behavioral-psychology

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01

Introduction

Emotional schemas and limiting beliefs are axes on which the psychology professional works with the patient to address anxiety disorders, post-traumatic stress, gender violence or addictive behaviors. The evolution of Cognitive-Behavioral therapies and recent research attest to the effectiveness in the treatment of certain patients and the future of this field. This online program leads students to an up-to-date and deep knowledge from the hand of a specialized and experienced teaching team. All this, in addition, with multimedia content that is at the academic forefront.



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A Postgraduate Diploma designed for psychology professionals who wish to renew their knowledge by balancing quality teaching with their work responsibilities"

This Postgraduate Diploma is mainly aimed at psychology professionals who wish to renew their knowledge in the field of Cognitive-Behavioral Psychology with a qualification taught entirely in online mode. A teaching team specialized in this field will be responsible for bringing to this program all their knowledge, as well as the most recent studies and research on the diagnosis and treatment of patients with different types of disorders such as anxiety, depression, eating disorders or post-traumatic stress.

A university education, in which students, over the 6 months of duration, will delve into the evolution that this therapy has undergone since the mid 50s of the twentieth century, when the theoretical behavioral foundations that served as the basis for Cognitive-Behavioral therapies (CBT) were laid. Through multimedia content based on video summaries, specialized readings and simulations of real cases, the psychology professional will address new developments in the role of the therapist, assessment areas and scenarios, different diagnostic techniques and the intervention process.

A qualification in which the psychology professional will be able to be up to date in this field at the end of a program that allows them to balance their professional and/or personal responsibilities with quality teaching. TECH offers students 24-hour access to the virtual platform where the entire syllabus is available from the beginning of the Postgraduate Diploma, with no fixed schedule sessions. In this way, students with an electronic device (computer, tablet or cell phone) can consult and download the content whenever they wish. An excellent opportunity to renew knowledge in a flexible and convenient way.

This **Postgraduate Diploma in Cognitive-Behavioral Psychology** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical cases presented by experts in Psychology
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where 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



For 6 months, you will have access to the most recent knowledge in the management of patients through Cognitive-Behavioral Psychology"

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You will have at your fingertips video summaries, complementary readings and real case studies that will help you to update your knowledge in CBT in an enjoyable way”

Delve into this Postgraduate Diploma in tests and assessment instruments and the importance of a correct diagnosis.

A university qualification that will show you the main limiting beliefs most commonly detected today.

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.

The design of this program focuses on Problem-Based Learning, through which 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

The design of the program of this Postgraduate Diploma will allow students to acquire the necessary skills to update in the profession after delving into the key aspects of Cognitive-Behavioral Psychology. The knowledge acquired in this qualification will allow you, therefore, to be aware of the latest developments in relation to the study and diagnosis of the patient, its evolution, as well as the different intervention strategies existing in this branch of psychology. These goals will be easier to achieve thanks to the learning system, *Relearning*, applied by TECH in all its programs, which allows to reduce long hours of study.



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TECH gives you the opportunity to keep abreast of the latest developments in the diagnosis of patients with post-traumatic disorders”



General Objectives

- Equip the student with academic and technical knowledge in their professional practice from the cognitive-behavioral perspective
- Update knowledge in the design of Psychological Assessment from the Cognitive-Behavioral approach
- Update the knowledge and tools of Psychological Intervention for a good design of the therapeutic process
- Introduce the student to the therapeutic relationship tools that favor the establishment of a good therapeutic relationship
- Promote the understanding and use of technical tools to manage the patient's emotional state effectively
- Encourage the psychology professional to maintain a continuous training and development of their scientific knowledge
- Master the ethical code to conduct their work within professional ethics



Renew your knowledge about intervention strategies in Cognitive-Behavioral Psychology





Specific Objectives

Module 1. Historical Evolution of Cognitive-Behavioral Psychology

- ♦ Understand the beginnings of psychology and the historical evolution of cognitive psychology
- ♦ Learn about each of the most famous theories within psychology
- ♦ Acquire the ability to synthesize information and have an understanding of the historical chronology of psychology
- ♦ Know the importance of viewing psychology as a scientific discipline

Module 2. Study and Diagnosis in the Cognitive-Behavioral Psychology Model

- ♦ Know the basis of the study and diagnosis from the cognitive-behavioral perspective
- ♦ Contextualize and differentiate the characteristics of the model from the rest
- ♦ Know the fundamentals of assessment within the cognitive-behavioral perspective

Module 3. Design and Intervention Strategies in Cognitive-Behavioral Psychology

- ♦ Know and understand the different intervention strategies existing in cognitive-behavioral psychology
- ♦ Differentiate between the strategies of cognitive-behavioral psychology and others
- ♦ Learn how to design strategies that allow intervention from the model

03

Course Management

The management and teaching of this Postgraduate Diploma will be taught by a professional psychologist with extensive experience in this field in clinics and reference centers. His knowledge in the field of Cognitive-Behavioral Psychology will be of great help to students who take this qualification, as it will provide recent developments in the diagnosis and intervention in patients with disorders where the effectiveness of this type of therapy is effective. Students will be able to count on the faculty to resolve any doubts that may arise during the course of this online program.



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You will have access whenever you wish to the masterclasses given exclusively for this university qualification by a leading expert in the field of Cognitive-Behavioral Psychology”

International Guest Director

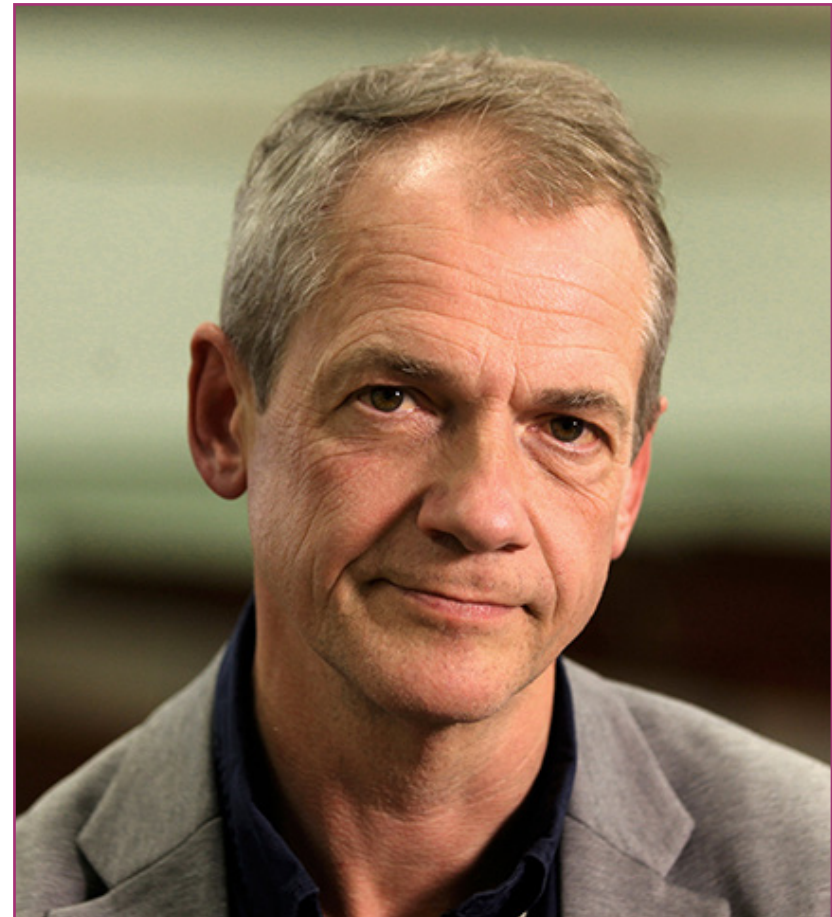
Stefan G. Hofmann, Ph.D. is a world renowned expert in the area of Cognitive Behavioral Therapy and Anxiety Disorders. For more than 20 years he has been researching the nature of emotional disorders and the processes through which psychological treatments alleviate symptoms.

His extensive career has established him as a member of the Alexander von Humboldt Chair of Translational Clinical Psychology and the Department of Clinical Psychology at the Philipps University of Marburg in Germany and he is currently a Professor in the Department of Neurology and Psychology at Boston University, where he directs the Psychotherapy and Emotion Research Laboratory at the Center for Anxiety and Related Disorders.

He has served as president of numerous professional organizations and is editor-in-chief of Cognitive Therapy and Research. In addition, he has been included in the Highly Cited Researchers list and has received the Aaron T. Beck Award for Significant and Enduring Contributions to the Field of Cognitive Therapy and the Humboldt Research Award.

He has also become a world reference as a consultant in the development process of the DSM-5, a manual created to help health professionals in the diagnosis of mental disorders and in the elaboration of a perfectly documented treatment plan for each individual.

In the research field, Stefan G. Hofmann, PhD, has published more than 400 journal articles and 20 books on anxiety disorders, depression, emotions, the mechanism of treatment change, the translation of neuroscience findings into clinical applications, emotion regulation and cultural expressions of psychopathology.



D. G. Hofmann, Stefan

- Editor-in-chief of the journal Cognitive Therapy and Research
- Advisor in the creation of the DSM-5
- Professor in the Department of Psychological and Brain Sciences at Boston University
- Ph.D. in Psychology from the University of Marburg
- Fellowship in Psychology at Stanford University
- Alexander von Humboldt Chair in Clinical Translational Psychology
- Member of: DSM-5 Sub-Working Group on Anxiety Disorder, DSM-5-TR Cross-Cultural Review Group

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

04

Structure and Content

The syllabus of this Postgraduate Diploma has been developed by the teaching team that makes up this university qualification. The extensive knowledge of the professional who teaches this online program and his experience in the application of CBT in different types of patients will be of vital help to students who are immersed in a degree that provides an up-to-date knowledge with a scientific basis. A syllabus structured in three modules that will address the evolution of Cognitive-Behavioral Psychology, diagnosis and intervention design in patients with disorders. The *Relearning* system used by TECH in all its qualifications will allow this update to be more natural and progressive, reducing the long hours of study.



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Access the library of teaching resources at any time of the day and from any electronic device with an Internet connection”

Module 1. Historical Evolution of Cognitive-Behavioral Psychology

- 1.1. Psychology as a Scientific Discipline
 - 1.1.1. Psychology Origins and Beginnings
 - 1.1.2. Philosophy as Base
 - 1.1.3. A New Discipline
 - 1.1.4. Psychology Intervention
- 1.2. Classical and Operant Conditioning
 - 1.2.1. The Beginnings of Conditioning
 - 1.2.2. Classical Conditioning
 - 1.2.3. Operant Conditioning
- 1.3. Behavioral Therapy
 - 1.3.1. Beginnings of Behavioral Therapy
 - 1.3.2. Most Relevant Authors and Theories
- 1.4. Development and Characteristics the Cognitive-Behavioral Model
 - 1.4.1. Basis of the Cognitive-Behavioral Model
 - 1.4.2. Characteristics and Advantages of the Model
- 1.5. Main Authors and Models within the Cognitive-Behavioral Paradigm
 - 1.5.1. Driving Authors of the Movement
 - 1.5.2. Main Theories and Models
- 1.6. The Therapist's Role
 - 1.6.1. Importance of the Therapist
 - 1.6.2. The Therapist's Position in Cognitive-Behavioral Therapy
- 1.7. What Is Rapport?
 - 1.7.1. Introduction to the Concept of Rapport
 - 1.7.2. Relevance in Psychology
 - 1.7.3. Main Authors who Support the Concept

- 1.8. Formation of Emotional Schemes and Limiting Beliefs
 - 1.8.1. What Are Emotional Patterns?
 - 1.8.2. Types of Patterns
 - 1.8.3. Definition of Beliefs
 - 1.8.4. Limiting Beliefs
- 1.9. Cognitive Psychology Today
 - 1.9.1. Current Cognitive Psychology
 - 1.9.2. Most Relevant Authors and Theories
 - 1.9.3. Tendencies and Evolution
- 1.10. Normality and Pathology
 - 1.10.1. The Concept of Normality
 - 1.10.2. Normality vs Pathology

Module 2. Study and Diagnosis in the Cognitive-Behavioral Psychology Model

- 2.1. Psychological Assessment
 - 2.1.1. The Importance of a Good Assessment
 - 2.1.2. Assessment Phases and Processes
- 2.2. Most Common Assessment Tools
 - 2.2.1. Introduction to the Assessment Methodology
 - 2.2.2. Assessment Test and Tools
- 2.3. Assessment Areas and Scenarios
 - 2.3.1. The Importance of Context During Assessment
 - 2.3.2. The Different Scenarios of the Assessment
- 2.4. Interview and Anamnesis
 - 2.4.1. Anamnesis
 - 2.4.2. Types of Interviews
 - 2.4.3. Limitations of the Interview



- 2.5. How to Diagnose?
 - 2.5.1. How to Perform a Diagnostic Process?
 - 2.5.2. Importance of an Accurate Diagnosis
 - 2.5.3. Labels and Their Taboos
- 2.6. Motivation and Willingness to Therapeutic Change
 - 2.6.1. Motivation as a Key Factor
 - 2.6.2. Enhancing Patient Motivation
 - 2.6.3. The Patient's Willingness to Change
- 2.7. Self-Dialogue and Biography, Communication Channels
 - 2.7.1. Therapeutic Communication
 - 2.7.2. Using Self-Dialogue
 - 2.7.3. The Patient's Biography
- 2.8. Assessment Guarantees
 - 2.8.1. What Guarantees Should an Assessment Process Have?
 - 2.8.2. Issues to Consider

Module 3. Design and Intervention Strategies in Cognitive-Behavioral Psychology

- 3.1. Aspects to Consider in the Intervention Process
 - 3.1.1. Aspects Specific to the Therapist
 - 3.1.2. Contextual Aspects
 - 3.1.3. Aspects Specific to the Patient
- 3.2. Mental and Emotional Health
 - 3.2.1. What Is Health?
 - 3.2.2. Mental Health
 - 3.2.3. Emotional Health
- 3.3. Habits and Cognitive Style
 - 3.3.1. Introduction to Habits and Their Types
 - 3.3.2. Their Influence on Therapy and the Change Process

- 3.4. Applied Communication Skills
 - 3.4.1. Introduction to Communication Skills
 - 3.4.2. Communication Skills Applied to Crisis Intervention
 - 3.4.3. Use of Communication Skills During Therapy
- 3.5. Representational Systems
 - 3.5.1. Introduction and Definition of Representational Systems
 - 3.5.2. Types of Systems and Their Influence
- 3.6. Effective Use of Questions (Socratic Method)
 - 3.6.1. The Importance of Questioning in Therapy
 - 3.6.2. Emergence of the Socratic Method
 - 3.6.3. Its Application in Therapy
- 3.7. Therapist Skills
 - 3.7.1. Introduction to Therapist Skills
 - 3.7.2. Importance of Therapist Skills
 - 3.7.3. Handling Difficult Situations



An online program that will allow you to learn the latest techniques used for the management of difficult situations in therapy"



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.



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

At TECH 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 the psychologist experiences 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 psychologist's professional practice.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

Our 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, which is a real revolution compared to the simple study and analysis of cases.

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



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

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



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



Study Material

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

These contents are then adapted in 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. 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 assess and re-assess 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 Cognitive-Behavioral Psychology guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 **Postgraduate Diploma in Cognitive-Behavioral Psychology** 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.

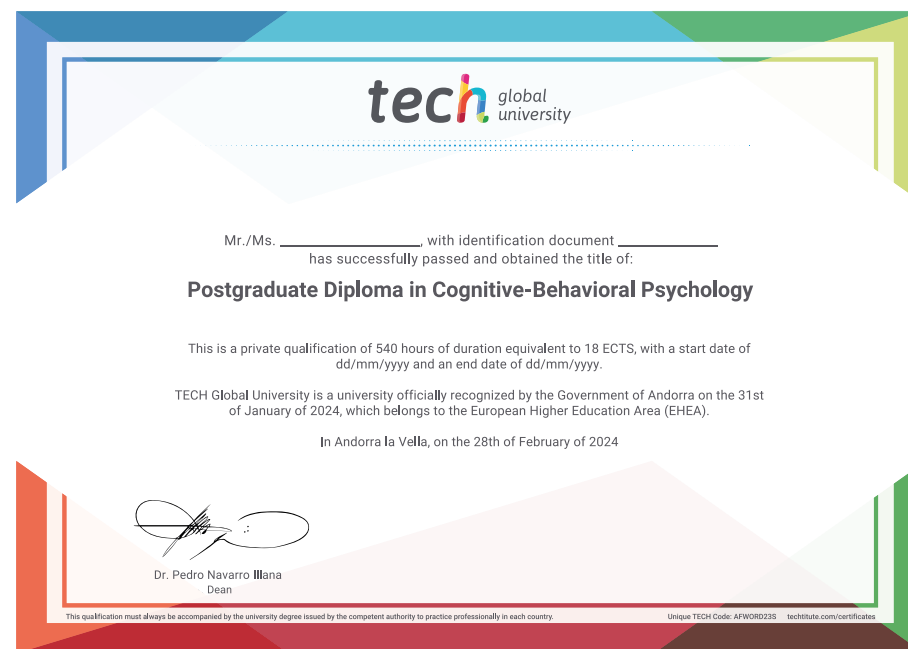
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Cognitive-Behavioral Psychology**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



*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.

future
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education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom

tech global
university

Postgraduate Diploma
Cognitive-Behavioral
Psychology

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Postgraduate Diploma

Cognitive-Behavioral
Psychology