

Postgraduate Diploma

Evaluation and Diagnosis of Children and Adolescents



Postgraduate Diploma

Evaluation and Diagnosis of Children and Adolescents

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-evaluation-diagnosis-children-adolescents

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 22

05

Certificate

p. 30

01

Introduction

In the field of psychology, the evaluation of underage patients is a great challenge for the professional. The human being is at this stage of life in a process where the most transcendental biological and behavioral changes occur, so it requires from the professional a deep knowledge and the application of special techniques. This 100% online degree has a specialized teaching team, which will provide students with the recent advances that have occurred in the diagnosis of children and adolescents with the most up-to-date multimedia content in this area.



“

Thanks to this Postgraduate Diploma you will obtain an advanced and up-to-date knowledge in the evaluation and diagnosis of young people”

Depression, stress, anxiety or sleep disorders have increased in the child and adolescent population in recent years. A problem, to which special importance is given in the area of psychology, which increasingly requires professionals with a more comprehensive and in-depth knowledge in the correct evaluation and diagnosis of children.

This Postgraduate Diploma responds to this demand caused by the special interest of professionals in deepening their knowledge in the most used instruments and techniques, as well as the new lines of research on minors. Also, students who take this degree will obtain a renewed knowledge about neurodevelopmental disorders and the influence of the socioeconomic position of the family, culture and media in children.

A program taught online, which gives the psychology professional the opportunity to keep current with the advances made in this field with multimedia content consisting of video summaries, specialized readings and simulations of real cases. All this will allow students to deepen in the area of diagnostic criteria of pathological environments, in the most successful therapy communication in the child and adolescent stages or in the evolution of child and adolescent psychopathologies.

A Postgraduate Diploma that provides the psychology professional with the ease of studying this program comfortably from a device (mobile, tablet, computer) with internet connection and with access to the syllabus 24 hours a day. This way, students are able to acquire a quality education at the same time that they can combine their work and/or personal responsibilities.

This **Postgraduate Diploma in Evaluation and Diagnosis of Children and Adolescents** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Practical cases presented by experts in Psycho-Oncology
- ♦ 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



A 100% online program that will allow you to combine your professional responsibilities with a quality university degree"

“

Enroll in a degree that will allow you to stay on top of recent techniques used in the diagnosis of obsessive compulsive disorder in young people”

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

Its 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 immersion education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

Delve into the most current evaluation instruments used in the adolescent population.

Deepen in the main etiologies of psychopathological disorders in childhood with an expert teaching team.



02 Objectives

Upon completing this program, the psychology professionals will have achieved the renewal of their knowledge in the main techniques and tools currently used in the evaluation and diagnosis of children and adolescents. An educational program that will allow them to have a broad knowledge of the main pathological environments of childhood and adolescence. A learning that they will be able to acquire and keep up to date thanks to the didactic material provided by the teaching team that integrates this degree and to which they will be able to have access whenever and wherever they wish.



“

The Relearning system will facilitate the renewal of knowledge, reducing, in turn, the long hours of study”



General Objectives

- ♦ Describe the therapeutic bond between the psychotherapist and the child
- ♦ Analyze the changes in behavior during the life cycle
- ♦ Differentiate between the evolutionary adaptation and adaptability of human beings
- ♦ Explain the framing of the family system in a single-therapist, single-patient psychotherapy
- ♦ Master psychodiagnosis and evaluation in the child and adolescent framework
- ♦ Control personality assessment at these ages
- ♦ Identify the role of the family in child and adolescent diagnosis
- ♦ Specify the intervention in clinical psychology at these age groups
- ♦ Develop sufficient skills to manage a child and adolescent clinic



Every patient has the right to be treated with dignity during their illness. Help them at all times"





Specific Objectives

Module 1. History of Psychology: Child and Adolescent Psychopathology

- ♦ Get to know the most influential currents of psychology in the history of the discipline of clinical psychology
- ♦ Study the origins of clinical child and adolescent psychology and the importance of the study of children and adolescents in the field of psychology
- ♦ Gain knowledge about the development and the differences between what is considered normal and what is considered pathological in the child and adolescent stage
- ♦ Deepen the theories of child development in relation to their influence on the psychopathology of childhood and adolescence

Module 2. Therapeutic Relationship with the Infant, Assessment and Diagnostic Process in Child and Adolescent Psychopathology

- ♦ Know the process of the therapeutic relationship with the child and adolescent in clinical child and adolescent psychology, and also to know the most appropriate forms of communication for successful therapy in the early stages
- ♦ Identify the clinical evaluation and diagnosis process used with patients in the infantile/juvenile stage
- ♦ Study the evaluation instruments and the areas of importance that should be evaluated in the infantile/juvenile stage
- ♦ Study how the family is involved in therapy with minors

Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence, the Role of the Family

- ♦ Get to know the influence of developmental contexts on childhood and adolescent psychopathologies
- ♦ Study the existing differences between the autonomous self, the social self and the family self
- ♦ Identify the characteristics that make a family pathological, the existing conflictive links and the influence of the family environment in the development of psychopathologies in the child
- ♦ Study the modulating risk and protective factors for child and adolescent mental health

Module 4. Pathological Universes in Clinical Psychological Therapy of Childhood and Adolescence

- ♦ Gain knowledge of the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and distinguish the different pathological environments related to the infantile and juvenile stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the infantile/juvenile stage in each pathological universe
- ♦ Analyze the differential characteristics of each pathologic universe according to the DSM-V information
- ♦ Study the existing comorbidities in each pathological universe mentioned

03

Course Management

This academic program includes the most specialized teaching staff in the current educational market. They are specialists selected by TECH to develop the whole syllabus. In this way, starting from their own existence and the latest evidence, they have designed the most up-to-date content that provides a guarantee of quality in such a relevant subject.



“

*TECH offers the most specialized
teaching staff in the field of study.
Enroll now and enjoy the quality
you deserve”*

International Guest Director

Dr. Amy Elizabeth West is a renowned clinical psychologist with an outstanding international career in the field of Child and Adolescent Mental Health. She has held a leadership position at Children's Hospital Los Angeles (CHLA), where she has directed the Clinical Child and Adolescent Psychology Internship. Here, her work has focused on providing evidence-based psychosocial treatments, with a special focus on vulnerable and underserved populations, such as ethnic minorities and socioeconomically disadvantaged families.

Likewise, throughout her career, she has led innovative research on Mood and Anxiety Disorders in children, the prevention of Suicidal Behavior and Perinatal Mental Health, obtaining funding from prestigious institutions, such as the National Institute of Mental Health (NIMH), the Patient-Centered Outcomes Research Institute (PCORI) and the Substance Abuse and Mental Health Services Administration (SAMHSA).

Likewise, her integrative approach has been instrumental in developing treatments such as Child and Family Focused Cognitive Behavioral Therapy (CFF-CBT), known as RAINBOW therapy, which has been widely validated as an effective treatment for Pediatric Bipolar Disorder, with manuals published by Oxford University Press in the "Treatments that Work" series. She has also been involved in research on Substance and Opioid Use Prevention in Native American and Alaska Native communities.

In addition to her work and research, Dr. Amy Elizabeth West has been an active personality in several professional organizations, holding leadership roles in the Association for Cognitive and Behavioral Therapy, the Society for Prevention Research, and the Anxiety and Depression Association of America. In doing so, she aims to improve access to mental health care for vulnerable populations, establishing herself as an expert in her field.



Dr. Bolton, West, Amy Elizabeth

- Director of Clinical Child and Pediatric Psychology, Children's Hospital Los Angeles, United States
- Co-investigator and Director of the Implementation of Cognitive-Behavioral Techniques
- Psychologist and Researcher of the Community Mental Health Program at Children's Hospital of Los Angeles
- Member of the Study on Prevention and Treatment of Opioid and Substance Use in Urban and Rural AIAN Tribal Communities in California at the University of Southern California
- Associate Editor of the Journal of Clinical Child and Adolescent Psychology
- Adolescent Medicine Fellow at Harvard Medical School and Boston Children's Hospital
- Clinical and Pediatric Child Psychology Fellow, Harvard Medical School and Boston Children's Hospital
- Ph.D. in Clinical Psychology from the University of Virginia
- B.A. in Psychology from Stanford University
- Clinical Research Loan Repayment Program Award from the National Institutes of Health (NIH)
- Career Development Award from the National Institute of Mental Health (NIMH)
- Member of:
 - University of Southern California Interdisciplinary Center for Family Change

“

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 a teaching team whose main objective is to provide the psychology professional with up-to-date knowledge. Under this premise, a study plan has been designed, consisting of 4 modules that will address the evaluation and diagnosis of children and adolescents. For this purpose, students will have access to a library of multimedia resources that will immerse them in the history of child and adolescent psychopathology, the therapeutic relationship with the infant, the socioeconomic and family context and pathological factors. Likewise, the *Relearningsystem*, based on the reiteration of content, will allow the knowledge obtained in this degree to be learned in a more natural and gradual way.

“

Access the library of multimedia resources and the most up-to-date content easily. All you need is a computer or tablet with internet access”

Module 1. History of Psychology: Child and Adolescent Psychopathology

- 1.1. Background of General Psychology
 - 1.1.1. The Birth of Scientific Psychology
 - 1.1.2. Psychology In the first Half of the 20th Century
 - 1.1.3. Psychology In the Second Half of the 20th Century
- 1.2. Child psychology: Why study children?
 - 1.2.1. What is Child Psychology?
 - 1.2.2. Developmental Psychology
 - 1.2.3. Why Should We Study Children?
 - 1.2.4. Topics of Study in Developmental Psychology
- 1.3. Historical Evolution of Child and Adolescent Psychopathology
 - 1.3.1. What is Child and Adolescent Psychopathology?
 - 1.3.2. Historical Evolution of Child and Adolescent Psychopathology
 - 1.3.3. Methodological Foundations of Child Psychopathology
- 1.4. Normal Psychological Development
 - 1.4.1. What is Normal Psychological Development?
 - 1.4.2. Factors Influencing Normal Psychological Development
- 1.5. Theories of Child Development
 - 1.5.1. What Are Child Development Theories?
 - 1.5.2. Main Theories of Child Development
- 1.6. Evolution and Transitions between Normal and Pathological
 - 1.6.1. What is Normal?
 - 1.6.2. What is a Psychopathological Problem?
 - 1.6.3. Transitions between Normal and Pathological
- 1.7. General Etiology of Psychopathological Disorders in Childhood
 - 1.7.1. Introduction and Concept of "Etiology"
 - 1.7.2. Main Etiologies of Psychopathological Disorders in Childhood
- 1.8. Understanding Symptoms in Child Psychopathology
 - 1.8.1. Concept of Symptoms and Signs of Somatic and Psychopathological Illness
 - 1.8.2. How to Identify Symptoms in Child Psychopathology
 - 1.8.3. Possible Masks of Childhood and Adolescent Psychopathology



- 1.9. Personal Characteristics and Most Common History of the Disease in Childhood
 - 1.9.1. Background of Disease in the Childhood
 - 1.9.2. Inheritance-Environment
 - 1.9.3. Personal Characteristics Influencing the Development of Disease in Childhood
- 1.10. Major or Minor Psychopathological Problems and Difficulties
 - 1.10.1. Minor Psychopathological Problems
 - 1.10.2. Major Psychopathological Problems

Module 2. Therapeutic relationship with the infant, process of evolution and diagnosis in the psychopathology infantojuvenile

- 2.1. Therapeutic Relationship with Children and Adolescents
 - 2.1.1. Infant and Adolescent Characteristics
 - 2.1.2. Establishment of a Therapeutic Alliance with the Minor
 - 2.1.3. Keys in the Therapeutic Relationship
- 2.2. Communication and Language Techniques in the Therapeutic Relationship in Childhood and Adolescence
 - 2.2.1. Importance of Communication and Language Techniques in the Therapeutic Relationship with the Minor
 - 2.2.2. Most Common Communication and Speech Techniques for Successful Psychological Therapy with the Infant
 - 2.2.3. Communication Difficulties in Therapy
- 2.3. Clinical Assessment and Diagnosis Process in Childhood: Phases
 - 2.3.1. The Clinical Assessment Process in the Childhood and Adolescence Stage
 - 2.3.2. Clinical Diagnosis in Childhood and Adolescence
 - 2.3.3. Keys to an Accurate Diagnosis
- 2.4. Areas of Psychological Functioning to be Assessed
 - 2.4.1. Main Areas of Psychological Functioning to be Assessed in the Child and Adolescent Stage
 - 2.4.2. Other Areas of Functioning to be Considered by the Therapist
- 2.5. Diagnostic Objectives
 - 2.5.1. Keys to an Accurate Diagnosis
 - 2.5.2. Main Objectives in the Diagnosis of the Most Common Psychopathologies in Childhood and Adolescence

- 2.6. The Assessment and Diagnostic Process: Means for Assessment and Diagnosis
 - 2.6.1. Interview
 - 2.6.2. Main Instruments Used in the Diagnosis of Psychopathologies in Childhood and Adolescence
- 2.7. Evolution of Assessment and Diagnostic Instruments
 - 2.7.1. Introduction to the Most Common Assessment and Diagnostic Instruments
 - 2.7.2. New Lines of Assessment and Diagnosis
- 2.8. Errors in Diagnosis in the Childhood and Adolescence Stage
 - 2.8.1. When Can Errors in Diagnosis Occur?
 - 2.8.2. Modulating Factors
 - 2.8.3. Most common mistakes
- 2.9. Framing of the Family System in Psychological Therapy
 - 2.9.1. Concept of Family System
 - 2.9.2. The Family System in Psychological Therapy
 - 2.9.3. Problems Related to Family Involvement in the Minor's Therapy
- 2.10. Family Evaluation
 - 2.10.1. Family Therapy vs. Individual Therapy
 - 2.10.2. Key Aspects for Family Assessment
 - 2.10.3. Measuring Instruments in Family Assessment

Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence, the Role of the Family

- 3.1. Developmental Contexts
 - 3.1.1. What Are Developmental Contexts?
 - 3.1.2. Types of Developmental Contexts
 - 3.1.3. Importance of Developmental Contexts in the Development of Childhood and Adolescent Psychopathology
- 3.2. Pathologies of the Microcontext, Pathology of the Mesocontext and Pathology of the Macrocontext
 - 3.2.1. Microcontext Pathologies
 - 3.2.2. Mesocontext Pathologies
 - 3.2.3. Macrocontext Pathologies
- 3.3. Autonomous Self, Social Self and Family Self
 - 3.3.1. Autonomous Self
 - 3.3.2. Social Self
 - 3.3.3. Family Self
- 3.4. Characteristics of the Pathological Family
 - 3.4.1. The Role of the Family in the Development of Psychopathologies
 - 3.4.2. Characteristics of the Pathological Family
 - 3.4.3. Influences of the Pathological Family on the Infant
- 3.5. Conflictive Bonds
 - 3.5.1. Introduction to the Bonding Concept
 - 3.5.2. Concept of Attachment
 - 3.5.3. Types of Conflicting Bonds
- 3.6. Type of Child and Sibling History
 - 3.6.1. Introduction to the Concept of Child in the Family
 - 3.6.2. Child Type
 - 3.6.3. The Role of Siblings in Normal and/or Pathological Development
- 3.7. Family Psychopathology and its Impact on the Infant
 - 3.7.1. Psychopathology in the Family
 - 3.7.2. Influence of Family Psychopathology in the Infant and Adolescent
- 3.8. Problematic Extrafamilial Environment
 - 3.8.1. Introduction to the Concept of Extrafamilial Environment vs. Intrafamilial Environment
 - 3.8.2. Problematic Types of Family Environments
- 3.9. Influence of Family Socioeconomic Status, Culture and Media
 - 3.9.1. Introduction to the Concept of Socioeconomic Position of the Family Member
 - 3.9.2. Influence of Culture in the Development of Pathologies in Children and Adolescents
 - 3.9.3. Influence of the Media in the Development of Pathologies in Children and Adolescents
- 3.10. Risk and Protective Factors for Mental Health in Childhood
 - 3.10.1. Introduction to the Concept of Modulatory Factors
 - 3.10.2. Risk Factors for Mental Health in Childhood
 - 3.10.3. Protective Factors for Mental Health in Childhood

Module 4. Pathological environments in clinical psychological therapy of childhood and adolescence

- 4.1. Neurodevelopment Disorders
 - 4.1.1. What are Neurodevelopmental Disorders?
 - 4.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
 - 4.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 4.2. Schizophrenia Spectrum Disorders and Other Psychotic Disorders
 - 4.2.1. What are Schizophrenia Spectrum Disorders and other Psychotic Disorders?
 - 4.2.2. Disorders included in the diagnostic category of schizophrenia spectrum disorders and other psychotic disorders
 - 4.2.3. Childhood Schizophrenia
- 4.3. Bipolar and Related Disorders
 - 4.3.1. What are Bipolar and Related Disorders?
 - 4.3.2. Disorders included in the diagnostic category of bipolar disorder and related disorders
- 4.4. Depressive Disorders
 - 4.4.1. The Universe of Depressive Disorders
 - 4.4.2. Disorders Included in the Diagnostic Category of Depressive Disorders
- 4.5. Anxiety Disorders
 - 4.5.1. Anxiety Disorders
 - 4.5.2. Types of Anxiety Disorders included in the DSM-V
 - 4.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence
- 4.6. Obsessive-- Compulsive Disorder and Related Disorders
 - 4.6.1. Introduction to Obsessive-- Compulsive Disorder and Related Disorders
 - 4.6.2. Disorders Included in the Diagnostic Category of Obsessive-- Compulsive Disorder and Related Disorders
- 4.7. Trauma and Stress-Related Disorders
 - 4.7.1. What are Trauma-Related Disorders and Stressors?
 - 4.7.2. Disorders Included in the Diagnostic Category of Disorders Related to Trauma and stress factors
- 4.8. Dissociative Disorders
 - 4.8.1. Characteristics of Dissociative Disorders
 - 4.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"
- 4.9. Somatic Symptom Disorders and Related Disorders
 - 4.9.1. What are Somatic Symptom Disorders and Related Disorders?
 - 4.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
 - 4.9.3. Evidence and Data of Relevance on Factitious Disorder as Applied to Another (in Children and Adolescents)
- 4.10. Eating and Food Ingestion Disorders
 - 4.10.1. What are Eating and Food Intake Disorders?
 - 4.10.2. Eating and Food Intake Disorders included in the DSM-V
 - 4.10.3. Relevant facts on eating and food intake disorders in adolescence



An online degree in which you will learn the latest techniques used in the evaluation of children with eating disorders"

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.



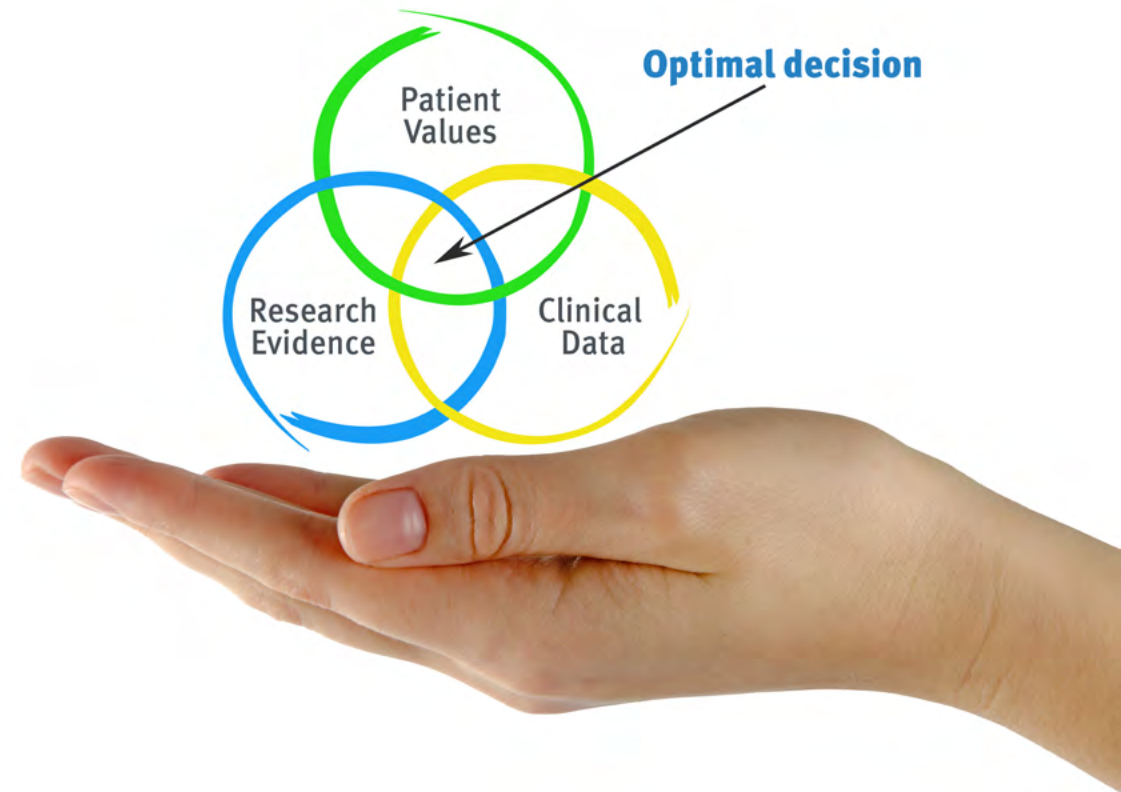
“

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 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.

“

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 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.



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

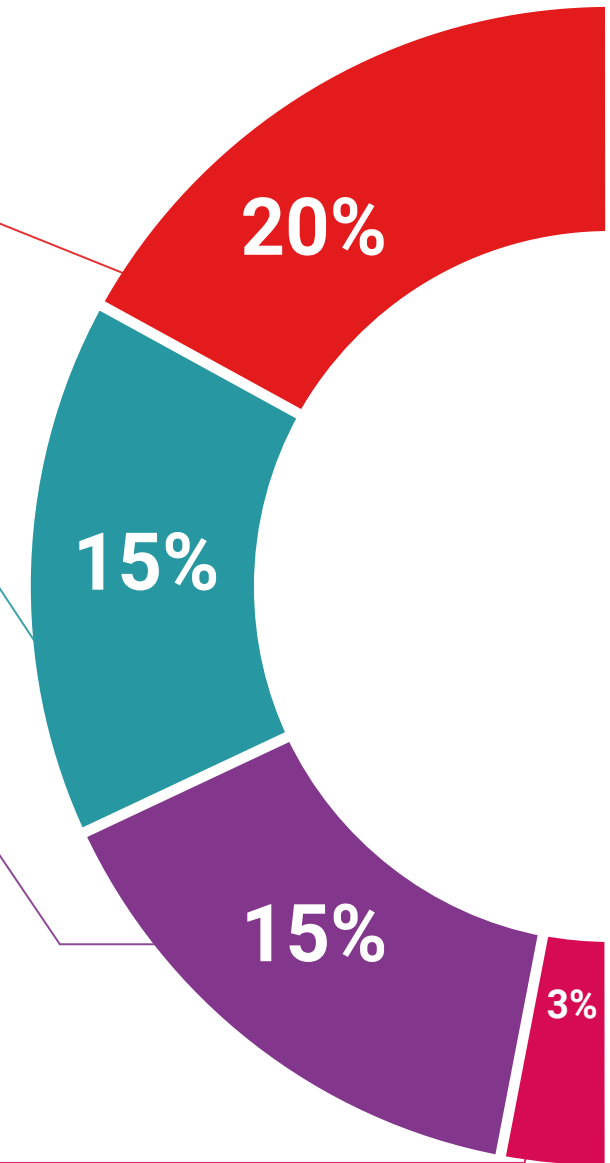
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

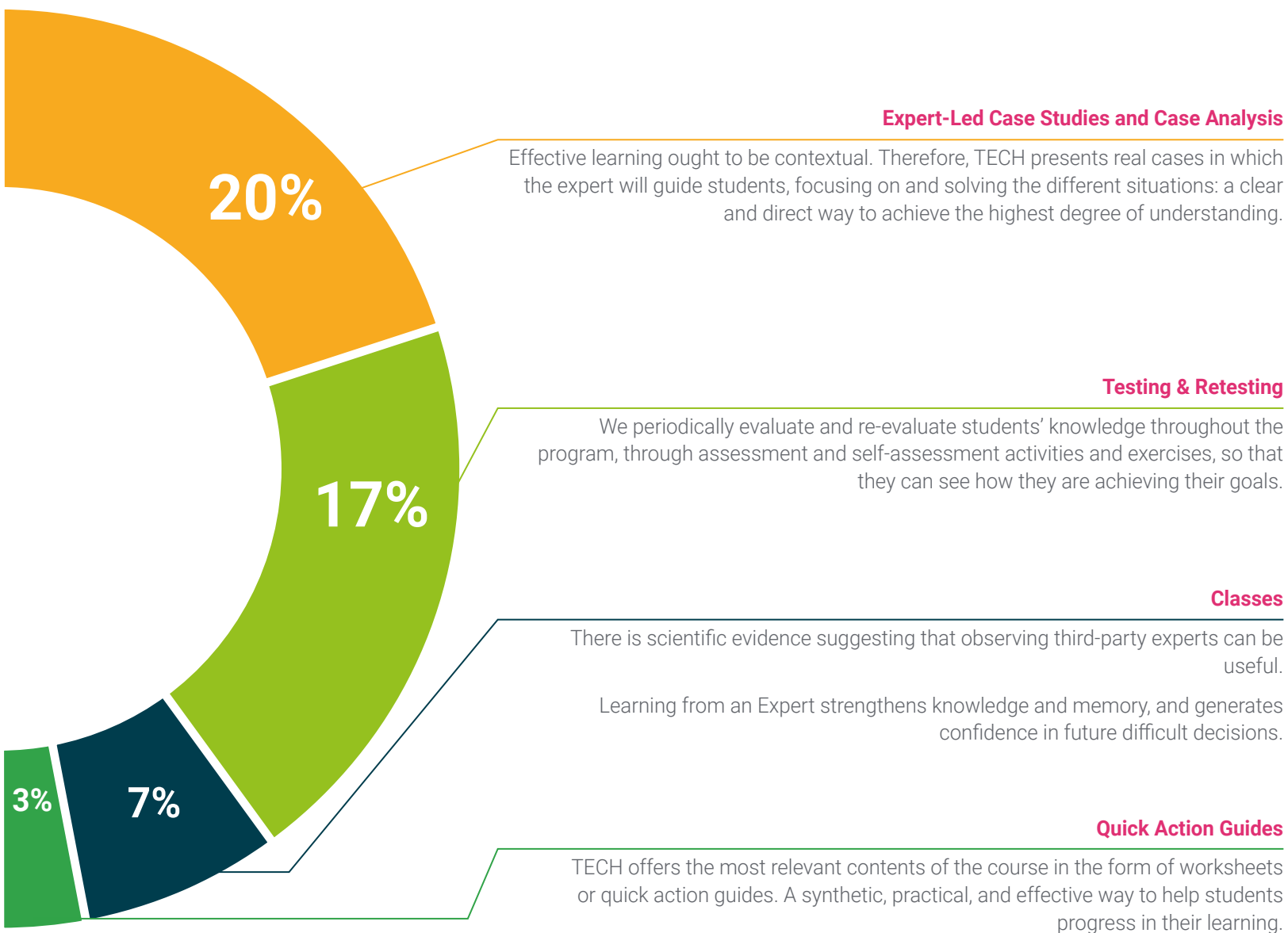
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

The Postgraduate Diploma in Evaluation and Diagnosis of Children and Adolescents guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



“

*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 Evaluation and Diagnosis of Children and Adolescents** 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.

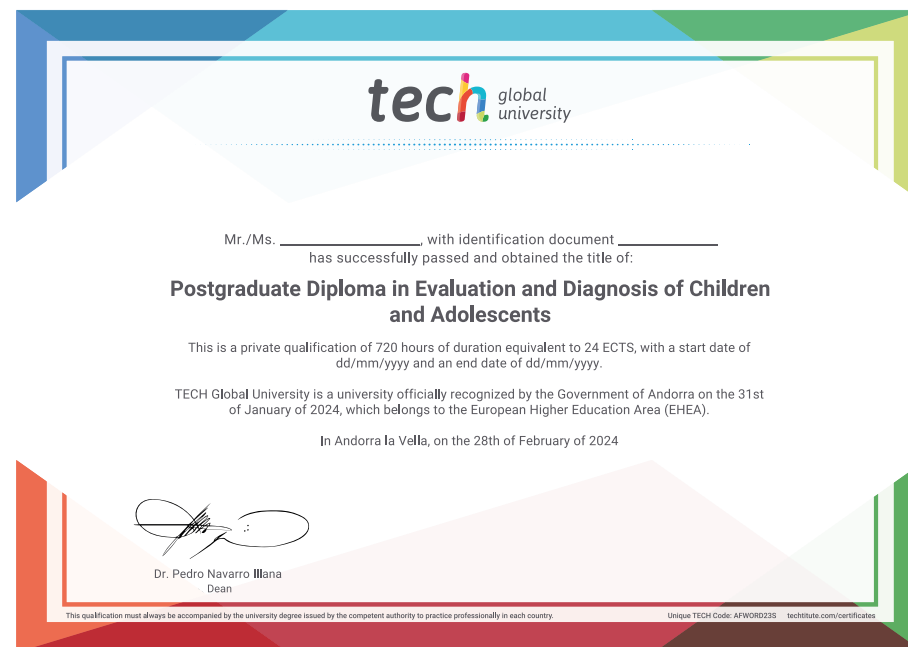
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Evaluation and Diagnosis of Children and Adolescents**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**





Postgraduate Diploma

Evaluation and Diagnosis of Children and Adolescents

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Evaluation and Diagnosis of Children and Adolescents