

Hybrid Professional Master's Degree

Clinical Child and Adolescent Psychology



Hybrid Professional Master's Degree

Clinical Child and Adolescent Psychology

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 4 ECTS Credits

Website: www.techtitude.com/us/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-clinical-child-adolescent-psychology

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01

Introduction

Having good mental health is essential for any person, especially in early ages such as childhood and youth, which is when the personality is shaped. That is why millions of families turn to psychology specialists for help, either because their child is not assimilating a certain situation or because he is suffering from some kind of disorder. For this reason, professionals must know the latest scientific developments in the approach to clinical cases related to young people and children in order to be able to offer a psychological service in accordance with the most current protocols and techniques in the sector. This program is presented as an opportunity to achieve this, offering the graduate the best 100% online didactic program that culminates with an internship program in a reference center in the area of Child and Adolescent Psychology.



A close-up photograph of a young child's face, focusing on the eye and ear. The child has light skin and blue eyes. The image is partially obscured by a large magenta diagonal shape that covers the right side of the page. In the bottom left corner, there is a red triangle and a green square.

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This Hybrid Professional Master's Degree will allow you to broaden your knowledge based on the most comprehensive theoretical content in the field of Child and Adolescent Psychology and to perfect your skills thanks to the internship program in a reference center”

Both childhood and adolescence are two essential stages of life in the shaping of an individual's personality. During this period of growth, young people acquire habits based on the circumstances in which they develop their daily lives: the family and school environment, the positive and negative events they have had to live through, the circumstances that define their routine, etc. That is why, sometimes, their mental health is impaired, even to the point of developing pathologies derived from stress, anxiety or depression that seriously influence their behavior.

On the other hand, there are also many cases in which, naturally and without a defined context, they develop psychopathologies such as intellectual disabilities, Autism Spectrum Disorders, attention deficit and/or hyperactivity, learning difficulties or tics, among others. For all these reasons, the Psychology professional specialized in children and adolescents must know in depth and how to handle, based on the latest scientific advances, these types of clinical cases, in order to offer a service according to the current situation of the sector.

In order to facilitate the task of updating their knowledge, TECH has designed this Hybrid Professional Master's Degree in Clinical Child and Adolescent Psychology, a comprehensive program that delves into the most important aspects of this area and that will allow the graduate to obtain a complete and updated vision of the profession through 1,620 hours of multidisciplinary experience that combines the most comprehensive theory with on-site work.

Through a technical program designed by experts in the sector and following the most innovative teaching methodology, the specialist will have access to dynamic and cutting-edge content, which also includes hours of supplementary material in audiovisual format, research articles and readings to delve into each section. Additionally, it also includes 120 hours of practical training in a reference center of psychology, in which not only will they be able to contextualize their knowledge, but also to continue growing professionally alongside specialists with an extensive professional career in the field of Child and Adolescent Psychology.

This **Hybrid Professional Master's Degree in Clinical Child and Adolescent Psychology** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Development of more than 100 clinical cases presented by Psychology professionals
- ♦ 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
- ♦ Assessment and approach of the child or juvenile patient
- ♦ Comprehensive systematized action plans for the management of patients with complex psychological conditions
- ♦ Presentation of practical workshops on therapeutic techniques for different patients
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ Clinical practice guidelines on the approach to different disorders
- ♦ All of this will be complemented by 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
- ♦ Furthermore, you will be able to carry out a clinical internship in one of the best medical centers



The motivation of being able to carry out an internship program in a reference center will lead you to get the best out of this program"

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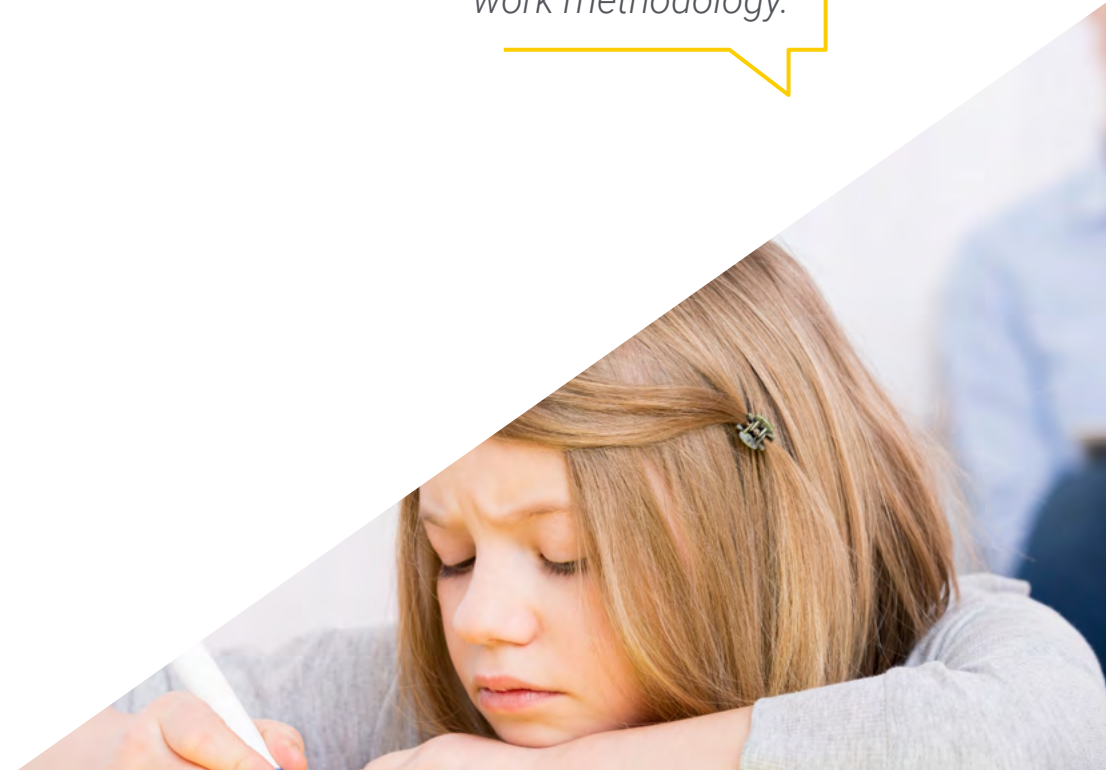
You will have a module specifically dedicated to neurodevelopmental, psychotic, cyclothymic, depressive and anxiety disorders, so that you will acquire a complete and updated vision of each one of them”

In this proposal for a Professional Master's Degree, of a professionalizing nature and hybrid learning modality, the program is aimed at updating psychology professionals who develop their functions in child patient centers, and who require a high level of qualification. The contents are based on the latest scientific evidence and are oriented in a didactic way to integrate theoretical knowledge into Psychological practice, and the theoretical-practical elements will facilitate the updating of knowledge and will allow decision making in patient management.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the Psychology professional to obtain a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train 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 throughout the program. For this purpose, students will be assisted by an innovative interactive video system developed by renowned experts.

Update and expand your knowledge in Child and Adolescent Psychology in a theoretical and practical way thanks to this Hybrid Professional Master's Degree.

Take advantage of this opportunity to surround yourself with expert professionals and learn from their work methodology.



02

Why Study this Hybrid Professional Master's Degree?

The area of Clinical Child and Adolescent Psychology has expanded considerably in recent years as more and more research is focused on analyzing behavioral disorders, eating disorders or neurological pathologies in children and adolescents. At the same time, mastering the advances in this field requires specialists with high caliber professional skills. TECH wants to turn its students into such professionals and to this end has devised an innovative program that combines, with excellence, the theoretical and practical learning in this regard.





Why Study this Hybrid Professional | 09
Master's Degree?

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With this hybrid learning course, TECH will provide you with updated theoretical knowledge and the mastery of its practical applications in a fast and flexible way”

1. Updating from the latest technology available

Intervention protocols and tools dedicated to improving the psychological state of children and adolescents have experienced considerable growth in recent years. However, few academic programs integrate the practical application of these tools from a practical and theoretical point of view. For this reason, TECH has developed a high-level program in which the student will complete their knowledge based on the most demanded skills in a competitive professional scenario.

2. Gaining In-Depth Knowledge from the Experience of Top Specialists

During this program, students will be able to work and learn together with great experts in the area of Clinical Psychology. They will also be supported by an assistant tutor who will involve them in daily work dynamics and will assign them specific tasks to strengthen the skills most in demand in this professional field.

3. Entering Top-notch Psychotherapeutic Environments

TECH has chosen top-level care centers and psycho-pedagogical offices for this Hybrid Professional Master's Degree. The institutions selected for these internships have the most qualified professionals to offer the best scientifically rigorous advice to students. Additionally, these institutions use the most innovative resources and protocols in the field of Clinical Child and Adolescent Psychology.





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4. Combining the Best Theory with State-of-the-Art Practice

This intensive internship stands out from other pedagogical programs in the market for its emphasis on the assimilation of skills and the use of complex technologies from day one. Therefore, this program provides each student with a specific vision of the complexities that they will face as a graduate and in jobs where they directly diagnose and treat children and adolescents with psychopathologies.

5. Expanding the Boundaries of Knowledge

TECH is the largest online educational institution in the educational market. Therefore, through its network of contacts and collaborations, it has established partnerships with institutions located in different latitudes. In this way, its students will be able to choose between different centers, from distant geographical locations, to complete this first class practical experience.

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*You will have full practical immersion
at the center of your choice”*

03

Objectives

The idea of launching this Hybrid Professional Master's Degree in Clinical Child and Adolescent Psychology arises from the need to offer specialists in this field a complete program that allows them to expand and update, both from a theoretical and practical point of view, their knowledge in dealing with clinical cases involving children and adolescents. That is why TECH has used the best pedagogical tools to create a comprehensive and dynamic program, which will be enriching for the graduate's professional career.





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Thanks to this experience you will be able to master psychodiagnosis and assessment in the child and adolescent setting based on the latest clinical advances”



General Objective

- The general objective of the Hybrid Professional Master's Degree in Clinical Child and Adolescent Psychology is to provide the specialist with the most updated information so that they can develop a therapeutic link with the child and adolescent patient based on the most modern protocols. Additionally, they will have sufficient knowledge to develop an analysis of behavioral changes during the life cycle and will be able to differentiate between the healthy and sick aspects of the child and adolescent. Thanks to the internship program, you will also master the interview and personality assessment of the different ages. All this will contribute to the improvement of your abilities and skills in the management of patients in the child and adolescent clinic



Delving in a practical way and accompanied by an expert in the sector in the assessment of personality in children and adolescents will give you a broader and more complete vision, based on your own experience"





Specific Objectives

Module 1. History of Psychology: Child and Adolescent Psychopathology

- ♦ Get to know the most influential currents of psychology in the history of clinical psychology
- ♦ Study the emergence of 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
- ♦ Delve into the influential theories of child development in relation to their influence on child and adolescent psychopathology

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

- ♦ Know the process of the therapeutic relationship with the infant and adolescent in clinical child and adolescent psychology, and know the most appropriate forms of communication for the success of therapy in the child and adolescent stage
- ♦ Identify the assessment and clinical diagnosis process used with patients in the child and adolescent stage
- ♦ Study the assessment instruments and the areas of importance to be assessed in the child and adolescent 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 differences between the autonomous SELF, the social SELF and the family SELF
- ♦ Identify the characteristics that make a family pathological, the existing conflictive bonds 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 differentiate the different pathological universes related to the infant-juvenile stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the infant-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



Module 5. Protocols and Frameworks for the Diagnosis and Assessment of Learning Difficulties in Formal Education Centers

- ♦ Outline the evaluation protocols to be followed by formal education centers at different educational levels
- ♦ Examine different standardized assessment tests in reading and writing
- ♦ Analyze assessment protocols in non-formal education, higher education or teaching skills

Module 6. Intervention Techniques

- ♦ Establish different intervention tools in order to treat children and adolescents
- ♦ Get to know the theoretical principles of play, metaphor and storytelling as intervention techniques
- ♦ Apply certain intervention tools taking into account the social and emotional situation of the child and adolescent

Module 7. Treatment and Intervention of Child and Adolescent Psychopathologies

- ♦ Identify the main treatments for clinical psychopathologies in childhood and adolescence
- ♦ Study the different modulating theories of human behavior in childhood
- ♦ Get to know the future perspectives in the treatment of childhood and adolescent psychopathologies

Module 8. Behavior Modification

- ♦ Analyze the principles of behavior modification techniques
- ♦ Know and recognize the different theoretical currents of behavior modification
- ♦ Identify how to apply behavior modification techniques

Module 9. Intervention and Treatment of Child and Adolescent Clinical Psychology

- ♦ Know the main treatment programs
- ♦ Delve into what ICTs are and their usefulness in Clinical psychology
- ♦ Analyze current and future treatments linked to new technologies

Module 10. Treatment Programs

- ♦ Know the relevant data on the treatment of the most significant disorders for the child and adolescent population
- ♦ Study the main aspects of intervention in clinical disorders of childhood and adolescence
- ♦ Determine the future prognosis of some clinical disorders in childhood and adolescence
- ♦ Study the therapies and intervention techniques that are effective in clinical disorders

04 Skills

Thanks to the extensive design with which this Hybrid Professional Master's Degree has been structured, the graduate will be able to perfect their skills in the field of Child and Adolescent Psychology through the development of problem-solving skills and immediate action. Therefore, and with the help of the team of experts who will accompany them, both in the course of the theoretical and practical program, they will be able to expand their clinical skills in the management of child and adolescent patients.



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You will learn the latest and most successful protocols in the management of patients who have suffered maltreatment or abuse, as well as those who are going through a period of mourning”



General Skills

- Describe the therapeutic alliance between the psychotherapist and the child or the adolescent
- Analyze the changes in behavior during the life cycle
- Identify healthy and dysfunctional aspects of the child and adolescent
- Differentiate between the evolutionary adaptation and adaptability of human beings
- Describe the family system framework in single-therapist, single-patient psychotherapy
- Master psychodiagnosis and evaluation in the child and adolescent framework
- Master the technique for interviewing a child or adolescent
- Master the personality evaluation of these age groups
- Identify the role of the family in child and adolescent diagnosis
- Describe the intervention of clinical psychology in these age groups
- Develop sufficient skills to manage a child and adolescent clinic





Specific Skills

- ♦ Develop strategies for dealing with minors and define the legal repercussions of not complying with the code of ethics and the patient's statute
- ♦ Differentiate the psychological disorders in the natural evolutionary changes
- ♦ Perform a differential diagnosis taking into account the evolutionary stage of the patient
- ♦ Identify, differentiate and diagnose the new and different forms of psychological illnesses in childhood and adolescence in the current day
- ♦ Deal with the diagnosis and the setting in these ages in a conducive way
- ♦ Develop techniques to achieve the motivation and active participation of a child or adolescent patient in the diagnosis and intervention process
- ♦ Establish a patient intervention with assurance, without disregarding the involvement of the family, the school, or the peer group
- ♦ Develop knowledge of different mental disorders and behavioural or emotional abnormalities
- ♦ Make a realistic prognosis of the child's or adolescent's situation as part of the differential diagnosis
- ♦ Manage the current clinic in its biopsychosocial variables
- ♦ Develop protocols and tools that allow for intervention with safeguards
- ♦ Understand the different masks used and atypical ways the illness can present itself in children and adolescents
- ♦ Describe the use of decision trees based on DSM 5 and ICD 10
- ♦ Develop sufficient tools for the patient to identify the therapist as a being in a position of authority
- ♦ Perform intervention protocols tailored to the patient
- ♦ Control the intervention by adapting it to the patient's profile
- ♦ Define the labyrinths specific to each disorder with their unknowns and difficulties
- ♦ Design an intervention from creativity and experience as a clinician, adapting to what is happening at each moment



Throughout this Hybrid Professional Master's Degree, you will examine the use of ICT in Clinical Child and Adolescent Psychology with emphasis on its advantages and limitations"

05

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.



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*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

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

06

Educational Plan

The syllabus of this program has been designed following the criteria of the teaching team and basing its content on the latest advances in Child and Adolescent Psychology. Additionally, TECH offers in all its programs the possibility of accessing hundreds of hours of additional high quality material based on detailed videos, images, real clinical cases, summaries of each unit, research articles and complementary readings that will allow the graduate to delve into the sections considered most relevant for their professional growth. Additionally, and as a distinctive feature, the entire syllabus has been designed following the guidelines of the *Relearning* methodology, which guarantees a natural and progressive acquisition of concepts without having to invest extra hours in memorizing them.



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The use of the Relearning methodology in the development of the theoretical content of the program will allow you to specialize in a natural and progressive way: Without even realizing it!"

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 Should We 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 the 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 Minor, Assessment and Diagnostic Process in Child and Adolescent Psychopathology

- 2.1. Therapeutic Relationship with Children and Adolescents
 - 2.1.1. Infant and Adolescent Characteristics
 - 2.2.2. Establishment of a Therapeutic Alliance with the Minor
 - 2.2.3. 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, 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 Universes 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 and Related Disorders
- 4.4. Depressive Disorders
 - 4.4.1. The Universe of Depressive Disorders
 - 4.4.2. Disorders Included in the Diagnostic Category "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
- 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 Stressors
- 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 Ingestion Disorders?
 - 4.10.2. Eating and Food Ingestion Disorders included in the DSM-V
 - 4.10.3. Relevant Data on Eating and Food Ingestion Disorders in Adolescence

Module 5. Protocols and Frameworks for the Diagnosis and Assessment of Learning Difficulties in Formal Education Centers

- 5.1. Concept, Evolution and Diagnostic Criteria Early SEN Detection Legal Framework in Spain
 - 5.1.1. Diagnostic Criteria Concept and Evolution of LD
 - 5.1.2. Early Detection and Action Frameworks
 - 5.1.3. LD Evaluation in Formal Education Centers
- 5.2. Evaluation Protocols in Formal Education Centers
 - 5.2.1. Action Protocols for Early Childhood and Primary Schools
 - 5.2.2. Protocol in Elementary School, Middle School, and High School
 - 5.2.3. What About SEN at the Post-Compulsory Levels of Education?
- 5.3. Professional Practice Legislation for Learning Difficulties
 - 5.3.1. Legal Framework in Spain
 - 5.3.2. Other Related Legislation Specific Regulations
- 5.4. Cognitive Functions and their Subprocesses
 - 5.4.1. Main Cognitive Functions to be Assessed in LD
 - 5.4.2. Reading and its Subprocesses
 - 5.4.3. Writing and its Subprocesses
 - 5.4.4. Attention and Perception and their Subprocesses



- 5.5. Standardized Reading Tests
 - 5.5.1. Global Reading
 - 5.5.2. Reading Comprehension
 - 5.5.3. Reading Research
- 5.6. Standardized Writing Tests
 - 5.6.1. Access Routes to Lexicon
 - 5.6.2. Writing Composition
 - 5.6.3. Writing Research
- 5.7. Standardized Attention and Perception Tests
 - 5.7.1. Types of Tasks that Assess Each Attention Aspect: Sustained Attention, Divided Attention, Selective Attention
 - 5.7.2. Global Attention Assessment Tests
 - 5.7.3. Attention Research
- 5.8. Standardized Memory Tests
 - 5.8.1. Working Memory
 - 5.8.2. Other Types of Memory
 - 5.8.3. Memory Research
- 5.9. Basic Competency Assessment Tools for Elementary Education
 - 5.9.1. Test Kits for the First and Second Cycle of Elementary Education
 - 5.9.2. Competency Assessment Tools for Other Educational Levels
 - 5.9.3. Research Framework for Basic Skill Testing
- 5.10. Complementary Evaluation Protocols in the Educational Field
 - 5.10.1. Non-Formal Education Evaluation
 - 5.10.2. Competency Assessment in Higher Education
 - 5.10.3. Evaluation of Teaching Skills

Module 6. Intervention Techniques

- 6.1. Beck's Cognitive Therapy
 - 6.6.1. Who Is Beck?
 - 6.6.2. Fundamentals of Cognitive Therapy
 - 6.6.3. Clinical Use
- 6.2. Problem-Solving Therapy
 - 6.2.1. Introduction to Problem-Solving Therapy
 - 6.2.2. Relevant Authors
 - 6.2.3. Clinical Use
- 6.3. Exposure Therapy
 - 6.3.1. Types of Exposure
 - 6.3.2. Relevant Authors
 - 6.3.3. Clinical Use
- 6.4. Modeling Techniques
 - 6.4.1. Origin of Modeling
 - 6.4.2. Techniques and Application
- 6.5. Ellis Rational-Emotive-Behavioral Therapy
 - 6.5.1. Fundamentals of Rational-Emotive-Behavioral Therapy
 - 6.5.2. Clinical Use
- 6.6. Humanistic Techniques
 - 6.6.1. Fundamentals of Humanistic Therapy
 - 6.6.2. Most Common Techniques
- 6.7. Cognitive- Behavioral Techniques
 - 6.7.1. Fundamentals of Rational-Emotive-Behavioral Therapy
 - 6.7.2. Clinical Use
- 6.8. Gestalt Therapy
 - 6.8.1. Fundamentals of Gestalt Therapy
 - 6.8.2. Clinical Use
- 6.9. Piaget's School
 - 6.9.1. Fundamentals of Piaget's School
 - 6.9.2. Clinical Use
- 6.10. *Mindfulness*
 - 6.10.1. Origin of *Mindfulness*
 - 6.10.2. Mechanisms of action
 - 6.10.3. Clinical Use

Module 7. Treatment and Intervention of Child and Adolescent Psychopathologies

- 7.1. Factors Influencing Treatment Outcome
 - 7.1.1. Modulating Factors in Child Treatment
- 7.2. Treatment Modalities
 - 7.2.1. Introduction to the Treatment of Child and Adolescent Psychopathology
 - 7.2.2. Different Treatment Modalities for Children and Adolescents
- 7.3. Bandura's Vicarious Learning
 - 7.3.1. History of Bandura
 - 7.3.2. Bandura's Vicarious Learning Theory
- 7.4. Functional Analysis
 - 7.4.1. Introduction to Functional Analysis
 - 7.4.2. Functional Analysis in Psychological Therapy
- 7.5. Systemic Therapy
 - 7.5.1. Introduction to Systemic Therapy
 - 7.5.2. Systemic Therapy Today
- 7.6. Strategic Therapy and Constructivism
 - 7.6.1. Introduction to Strategic Therapy
 - 7.6.2. Introduction to Constructivism
- 7.7. Cognitive- Behavioral Therapy. Cognitive restructuring
 - 7.7.1. Introduction to Cognitive- Behavioral Therapy
 - 7.7.2. Cognitive Restructuring Technique
 - 7.7.3. Cognitive Restructuring as a Treatment Nowadays
- 7.8. Brief Solution-Focused Therapy
 - 7.8.1. Introduction to Brief Solution-Focused Therapy
 - 7.8.2. Techniques and Clinical Use
- 7.9. Psychotherapeutic Techniques
 - 7.9.1. Introduction to Psychotherapeutic Techniques
 - 7.9.2. The Main Psychotherapeutic Techniques Today
- 7.10. Future Prospects for Treatment Planning
 - 7.10.1. New Prospects for Treatment in Childhood and Adolescence

Module 8. Behavior Modification

- 8.1. Main Theories and Authors
 - 8.1.1. Beginnings of Behavioral Theories
 - 8.1.2. Most Relevant Authors
- 8.2. Operant Techniques for Behavioral Enhancement
 - 8.2.1. What Behaviors Do We Want to Increase?
 - 8.2.2. Techniques to Increase Behavior
- 8.3. Operant Techniques for Acquisition
 - 8.3.1. What Behaviors Do We Want to acquire?
 - 8.3.2. Development of Techniques to Facilitate the Acquisition of Behaviors
- 8.4. Techniques to Reduce or Eliminate
 - 8.4.1. What Behaviors Do We Want to Eliminate?
 - 8.4.2. Techniques to Reduce or Extinguish a Behavior
- 8.5. Token Economy Program
 - 8.5.1. Theoretical Basis for the Token Economy
 - 8.5.2. Its Use in the Classroom
 - 8.5.3. Its Clinical Use
- 8.6. Contingency Contracts
 - 8.6.1. Theoretical Principles of Contingency Contracts
 - 8.6.2. Application of Contingency Contracts
- 8.7. Most Common Operant Techniques
 - 8.7.1. Classical Operant Techniques
 - 8.7.2. Operant Techniques Oriented to Clinical Psychology
- 8.8. Latest Applications and Studies
 - 8.8.1. Neobehavioral Theories
 - 8.8.2. Main Authors
 - 8.8.3. Research Lines
- 8.9. Behavioral Assessment
 - 8.9.1. Behavioral Assessment Strategies
 - 8.9.2. Functional Analysis of Behavior

Module 9. Intervention and Treatment of Child and Adolescent Clinical Psychology

- 9.1. Characteristics of Psychological Interventions in Children and Adolescents
 - 9.1.1. Main Features
- 9.2. Autism Spectrum
 - 9.2.1. Principles of the Autism Spectrum
 - 9.2.2. Assessment and Diagnosis
 - 9.2.3. Intervention and Treatment
- 9.3. Schizophrenia
 - 9.3.1. Basis of the Disease
 - 9.3.2. Assessment and Diagnosis
 - 9.3.3. Intervention and Treatment
- 9.4. Intervention in Obsessive-Compulsive Disorder
 - 9.4.1. Principles of the Disorder
 - 9.4.2. Assessment and Diagnosis
 - 9.4.3. Treatment Programs
- 9.5. Treatment Program for Social Phobia
 - 9.5.1. Common Treatment Programs for Social Phobia
 - 9.5.2. Treatments and Lines of Research
 - 9.5.3. Cognitive-Behavioral Intervention
- 9.6. Specific Phobia Treatment
 - 9.6.1. Diagnostic Characteristics of Specific Phobias
 - 9.6.2. Assessment
 - 9.6.3. Intervention and Treatment
- 9.7. Family Therapy
 - 9.7.1. Principles of Family Therapy
 - 9.7.2. Usefulness and Effectiveness

- 9.8. Treatment of Sexual Disorders
 - 9.8.1. Assessment and Diagnosis of Sexual Disorders
 - 9.8.2. Non-Pharmacological Treatment for Sexual Disorders
- 9.9. Treatment for Oppositional Defiant Disorder
 - 9.9.1. What is Oppositional Defiant Disorder?
 - 9.9.2. Assessment and Diagnosis of Oppositional Defiant Disorder
 - 9.9.3. Intervention and Treatment
- 9.10. Treatment of Addictions
 - 9.10.1. Concept of Addiction
 - 9.10.2. Components of Addiction
 - 9.10.3. Intervention Programs

Module 10. Treatment Programs

- 10.1. Depression and Anxiety
 - 10.1.1. Introduction to the Treatment of Depression and Anxiety in Child and Adolescent Clinic
 - 10.1.2. Intervention in Depression and Anxiety in Children
- 10.2. ADHD
 - 10.2.1. Introduction to ADHD Treatment
 - 10.2.2. Intervention in ADHD in Children
- 10.3. Personality Disorders
 - 10.3.1. Introduction to the Treatment of Personality Disorders
 - 10.3.2. Intervention in Personality Disorders in Children and Adolescents
- 10.4. Bipolar Disorder
 - 10.4.1. Introduction to Bipolar Disorder and its Treatment
 - 10.4.2. Intervention of Bipolar Disorder in Childhood and Adolescence
- 10.5. Eating Disorders
 - 10.5.1. Introduction to the Treatment of Eating Disorders in the Child and Adolescent Population
 - 10.5.2. Intervention of Eating Disorders in Minors





- 10.6. Sleep Disorders
 - 10.6.1. Introduction to the Treatment of Sleep Disorders in Minors
 - 10.6.2. Sleep Disorders Intervention
- 10.7. Disruptive Behavior Disorders
 - 10.7.1. Introduction and Relevance to the Treatment of Disruptive Behavior Disorders in Minors
 - 10.7.2. Intervention of Behavioral Disorders in Childhood and Adolescence
- 10.8. Excretory Disorders
 - 10.8.1. General Aspects of Excretory Disorders and their Treatment
 - 10.8.2. Intervention of Excretory Disorders in Minors
- 10.9. Dissociative Disorders and Psychosomatic Disorders
 - 10.9.1. Relevance of Dissociative Disorders and Psychosomatic Disorders in Childhood and Adolescence
 - 10.9.2. Intervention and Treatment of Dissociative and Psychosomatic Disorders in Minors
- 10.10. Stress Disorders
 - 10.10.1. General Overview of Stress-Related Disorders
 - 10.10.2. Intervention of Stress Disorders in the Child and Adolescent Population



A complete and rigorous program with which, undoubtedly, you will be able to specialize in the different areas of Child and Adolescent Psychology”

07

Clinical Internship

After passing the theoretical phase, the graduate will have access to 120 hours of practical training in a reference clinic specialized in Child and Adolescent Psychology. During this period, they will be able to accompany a professional in the sector in the consultation of patients, as well as actively participate in their diagnosis and treatment. In this way, TECH guarantees a complete experience that combines the best theoretical content to broaden your knowledge and practical experience in a prestigious center to perfect your skills and abilities based on the latest developments in the sector.





“

During the internship you will be able to actively participate in the management of patients and give your opinion on the most appropriate techniques for their psychological treatment”

The Clinical Internship of this program in Clinical Child and Adolescent Psychology consists of a practical stay in a prestigious center, lasting 3 weeks, from Monday to Friday with 8 consecutive hours of work supervised by a professional with extensive experience in the sector. This experience will allow the graduate to get to know in detail the day to day of the profession and to work in real situations alongside an expert and reference team within the area of Psychology specialized in children and adolescents.

In this training proposal, of a completely practical nature, the activities are aimed at the development and improvement of the skills necessary for the provision of psychological care to the clinical patient and are oriented to the specific training for the exercise of the activity, in a safe environment for the patient and a high professional performance.

It is, without a doubt, an opportunity to learn by working side by side with expert psychologists with years of experience in the management of clinical cases of child and adolescent patients with psychological disorders.

The practical teaching will be carried out with the active participation of the student performing the activities and procedures of each area of skill (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal skills for the praxis of Cognitive-Behavioral (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the training, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:





| Module | Practical Activity |
|---|--|
| Therapeutic Relationship with the Minor, Assessment and Diagnostic Process in Child and Adolescent Psychopathology | Assess and diagnose child psychopathologies through techniques such as questionnaires and interviews |
| | Manage possible pathologies, symptoms or signs of somatic and psychopathological diseases in children |
| | Implement communication and language techniques with infants and children, solving difficulties in such dialogue |
| | Develop action plans for neurodevelopmental disorders, bipolar disorders and depressive disorders |
| Developmental Contexts and Psychopathologies in Childhood and Adolescence, the Role of the Family | Differentiate in a practical setting the types of family and their implication in child and adolescent psychopathology |
| | Assess possible risk factors when dealing with mental health problems in childhood |
| | Manage anxiety in the context of clinical child and adolescent psychology |
| | Deal with cases and problems of eating disorders in minor or infant patients |
| Protocols and frameworks for action in the diagnosis and evaluation of learning difficulties in formal education centers | Establish protocols based on updated diagnostic criteria and formal education settings |
| | Conduct standardized assessment tests in reading and writing |
| | Assess skills in higher education and teachers |
| | Employ problem-solving, expository, humanistic, and cognitive-behavioral intervention techniques |
| | Conduct <i>Mindfulness</i> sessions with clinical application for children |
| Intervention and Treatment in Child and Adolescent Clinical Psychology | Addressing child and adolescent psychopathologies through specific psychotherapeutic techniques |
| | Manage social phobia, schizophrenia, autism spectrum or obsessive compulsive disorder with specific programs and interventions |
| | Diagnose and treat common disorders in clinical child and adolescent psychology |
| | Elaborate treatment programs to address pathologies such as depression, anxiety or ADHD |
| | Intervene in stress, dissociative, excretory or disruptive behavioral disorders in the child and adolescent psychology |

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

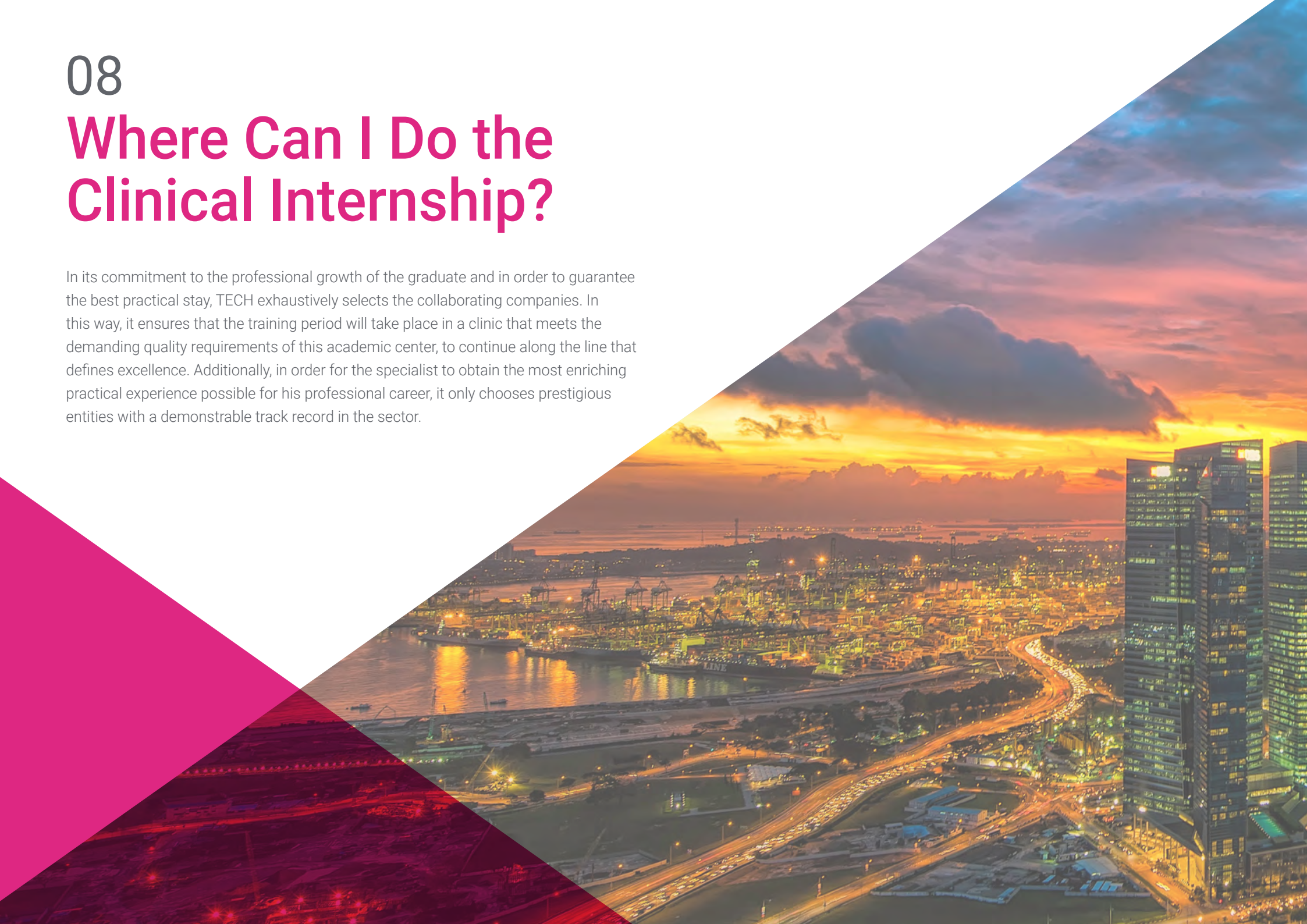
7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

In its commitment to the professional growth of the graduate and in order to guarantee the best practical stay, TECH exhaustively selects the collaborating companies. In this way, it ensures that the training period will take place in a clinic that meets the demanding quality requirements of this academic center, to continue along the line that defines excellence. Additionally, in order for the specialist to obtain the most enriching practical experience possible for his professional career, it only chooses prestigious entities with a demonstrable track record in the sector.



“

The 3 weeks of an internship in a prestigious clinic will ensure you a complete and totally enriching experience that will manifest itself in your growth and evolution as a professional psychologist”

tech 44 | Where Can I Do the Clinical Internship?



The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:



Psychology

Clínica Adna

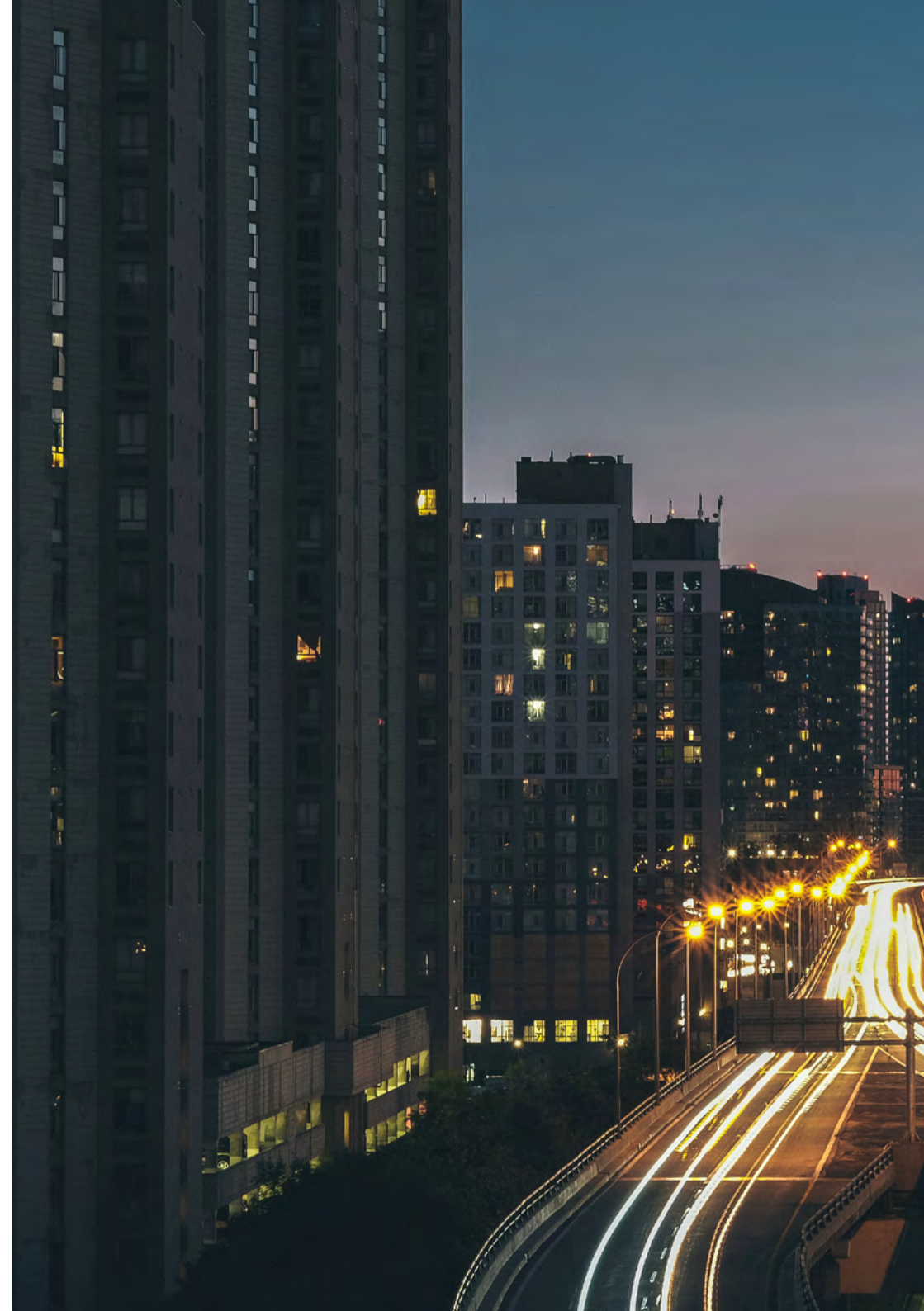
Country: Spain City: Madrid

Address: C. de Rodríguez San Pedro, 32,
28015 Madrid

Psychological and Aesthetic Medicine Center

Related internship programs:

- Clinical Child and Adolescent Psychology
- Forensic Psychology and Damage Assessment





Psychology

Center Psicología Clínica

| | |
|---------|--------|
| Country | City |
| Spain | Madrid |

Address: C. Francisco de Rojas, 3, 1º DCHA,
28010 Madrid

Psychological center specialized in comprehensive mental
health care

Related internship programs:

- Clinical Child and Adolescent Psychology
- Cognitive-Behavioral Psychotherapy

“*You will combine theory and professional practice through a demanding and rewarding educational approach*”

09

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.



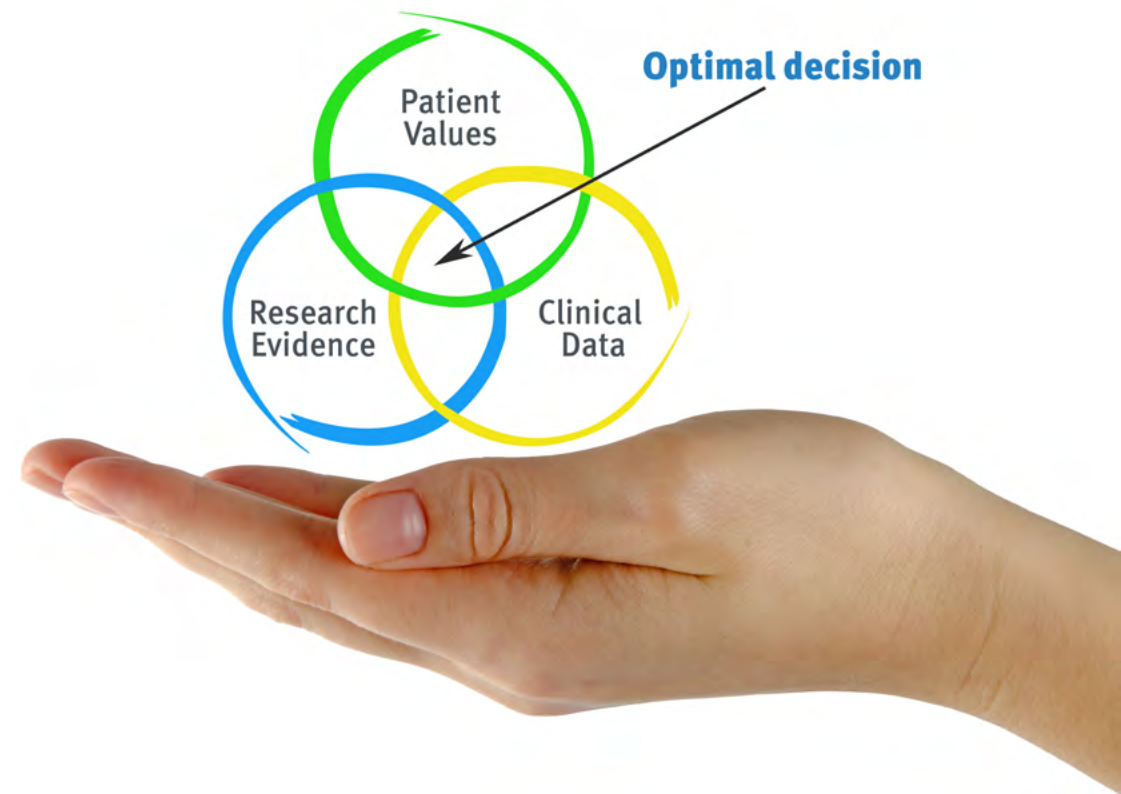
“

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

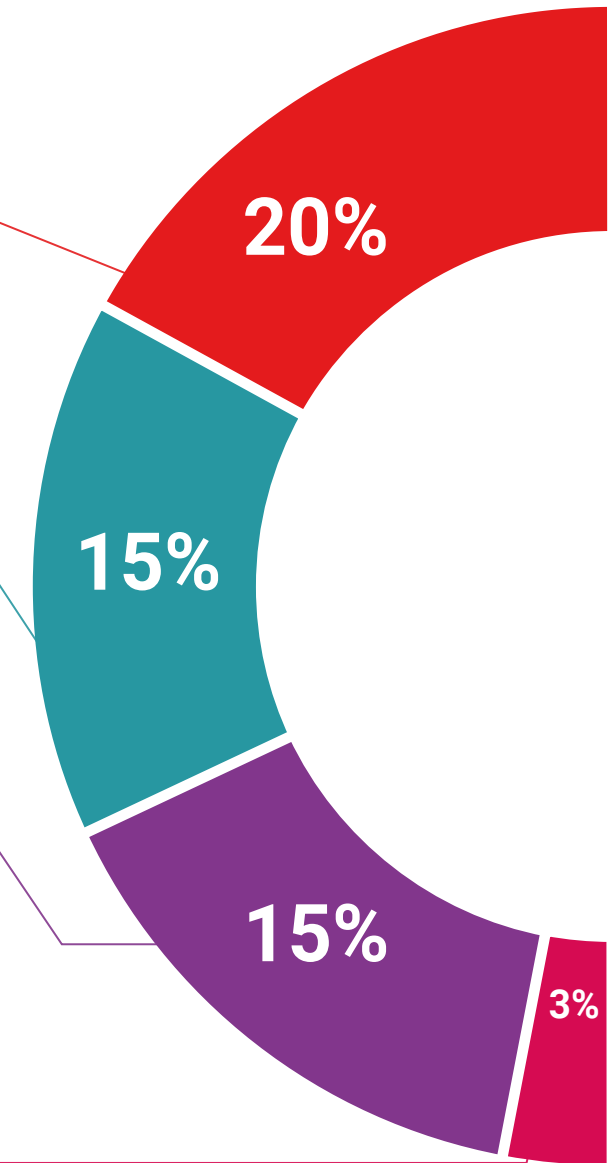
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

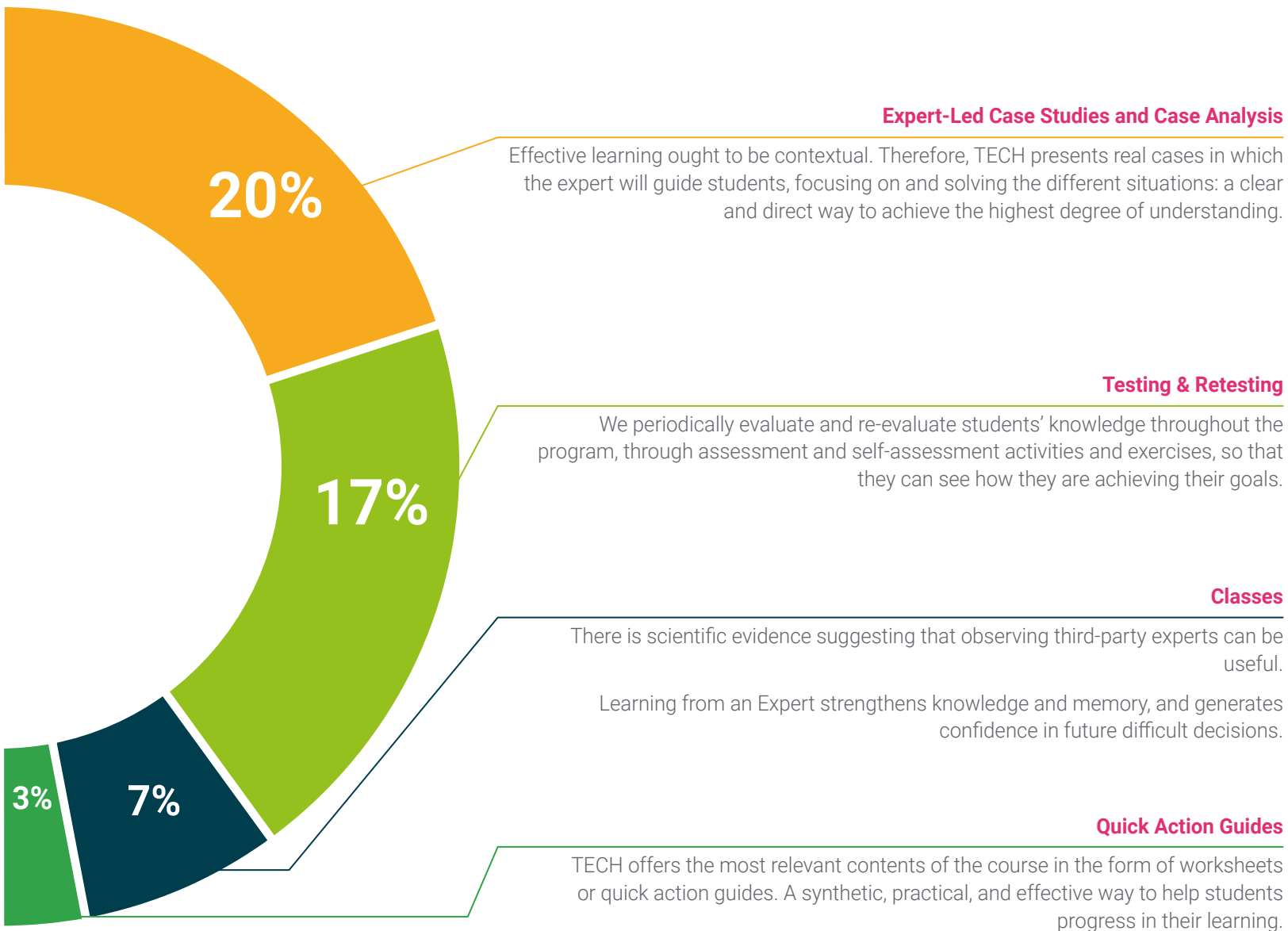
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





10 Certificate

The Hybrid Professional Master's Degree in Clinical Child and Adolescent Psychology guarantees, in addition to the most rigorous and updated training, access to a Hybrid Professional Master's Degree issued by TECH Global University.



“

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

This private qualification will allow you to obtain a **Hybrid Professional Master's Degree diploma in Clinical Child and Adolescent 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: **Hybrid Professional Master's Degree in Clinical Child and Adolescent Psychology**

Course Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Global University**

Recognition: **60 + 4 ECTS Credits**





Hybrid Professional Master's Degree

Clinical Child and
Adolescent Psychology

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 4 ECTS Credits

Hybrid Professional Master's Degree

Clinical Child and Adolescent Psychology