

Postgraduate Certificate

Disruptive Disorders, Impulse
and Behavior Control



Postgraduate Certificate

Disruptive Disorders, Impulse and Behavior Control

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

Website: www.techtitute.com/us/psychology/postgraduate-certificate/disruptive-disorders-impulse-behavior-control

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01

Introduction

This program in Disruptive Disorders, Impulse and Behavior Control offers students training to be competent in an area of professional practice where they will not only master the use of techniques or instruments to evaluate and design individual or group interventions. It will also place you in a new work framework, increasingly characterized by collaboration with other professionals, and by the demand for psychologists to provide guidance and advice in the design of educational environments, which must meet the special educational needs of the students with learning difficulties.



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This Postgraduate Certificate in Disruptive Disorders, Impulse and Behavior Control will generate a sense of security in the performance of your profession, which will help you grow both personally and professionally"

The speed at which information has to be processed calls into question the model on which we have been basing our learning for years, shifting towards the idea that it makes less and less sense to know a lot, and that it makes more sense and is more useful to know how to do things. This is why education has recently been embracing the concept of skill, which is nothing more than "knowing how to do things in a given context".

In addition to this, neuroscience is providing more and more information and clues as to how the brain works and how it learns best, calling into question the traditional teaching-learning system. Likewise, our brains are continually exposed to the inevitable presence of new technologies: we acquire knowledge and interact "in continuous connection" with others through screens, and this is already having an impact on the way we learn.

The Postgraduate Certificate in Disruptive Disorders, Impulse and Behavior Control represents the effort to gather the knowledge we already had regarding Learning Difficulties, incorporating new advances in neuroscience, educational and clinical psychology and pedagogy, and aspects of New Technologies that can help to work with this population. It is therefore a unique program's degree, which offers a broad, global vision framed in the 21st century and, at the same time, has a practical, useful approach, with a focus on the real problems that we will encounter.

This **Postgraduate Certificate in Disruptive Disorders, Impulse and Behavior Control** has the most complete and updated program on the market. The most important features of the program include:

- ♦ Clinical cases presented by experts in psychology. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional.
- ♦ New diagnostic and therapeutic developments in the treatment of Disruptive Disorders, Impulse and Behavior Control.
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course.
- ♦ With special emphasis on evidence-based psychology and research methodologies in psychology
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Update your knowledge through the Postgraduate Certificate in Disruptive Disorders, Impulse and Behavior Control in a practical way and adapted to your needs"

“ *This Postgraduate Certificate may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Disruptive Disorders, Impulse and Behavior Control, you will obtain a qualification TECH Technological University”*

The Postgraduate Certificate includes real clinical cases and exercises to bring the development of the program closer to the psychologist’s clinical practice

Forming part of the teaching staff is a group of professionals in the world of psychology who bring to this course their work experience, as well as a group of renowned specialists, recognised by esteemed scientific communities.

The multimedia content developed with the latest educational technology will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training program to train in real situations.

The design of this program is based on Problem-Based Learning, by means of which the physician must try to solve the different professional practice situations that arise during the academic year. For this reason, you will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of psychology with extensive teaching experience.



02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the psychologist is able to master in a practical and rigorous way the performance regarding Disruptive Disorders, Impulse and Behavior Control.



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This updating program will provide you with a sense of confidence in the practice of psychology, which will help you grow both personally and professionally”



General Objectives

- ♦ Discover the current scientific principles that help us understand how human beings learn
- ♦ Establish an updated framework to classify Learning Difficulties and design assessments and interventions for this problem
- ♦ List the set of good practices that guide psychologists who work with individuals with Learning Difficulties in their professional practice
- ♦ Analyze the developmental processes involved in the different Learning Difficulties described
- ♦ Offer a base of knowledge and procedures which provides the student with the necessary confidence and solid foundations to address real cases
- ♦ Identify the problems associated with learning difficulties that hinder intervention in these cases and propose strategies to address them
- ♦ Know the legal and normative framework that must be taken into account in the intervention in cases with Learning Difficulties





Specific Objectives

- ♦ Concisely define the concept of Learning Difficulties
- ♦ Substantiate the aspects or variables to be taken into account in the design of the evaluation and intervention with these difficulties, as well as to list and detail the phases in both processes
- ♦ Guide the student to incorporate practices that have proven to be effective in cases of Learning Difficulties for a satisfactory approach to them
- ♦ Analyze practical cases where you can observe the differences between good and bad praxis.
- ♦ Highlight the evolutionary stages or phases that the child goes through during basic learning
- ♦ Pinpoint the developmental stages or key milestones where the Learning Difficulties appear
- ♦ Understand the interrelationship of factors associated with Learning Difficulties
- ♦ Provide the student with a diverse and detailed theoretical and practical base, which will give them the confidence required to intervene in cases of Learning Difficulties
- ♦ Evaluate possible personal, family, or social risk situations that may be influencing the case in which intervention is being performed
- ♦ Establish procedures and/or strategies to manage situations with the family and/or school that may be conflictive
- ♦ Incorporate the legal and ethical aspects required in a psychologist's professional practice
- ♦ Identify the problems associated with Learning Difficulties that hinder the

intervention in these cases and propose strategies to address them Understand the consequences derived from the regulations related to childhood and school in the professional practice of the psychologist

- ♦ Distinguish Learning Difficulties, differentiating them from issues that are specific from other difficulties or disorders that present comorbidity
- ♦ Detail reliable assessment techniques and instruments that the student can use in their daily practice



Seize the opportunity and take the step to get up to date on the latest developments in Disruptive Disorders, Impulse and Behavior Control"

03

Course Management

This program includes highly regarded health professionals in the field of psychology in its teaching staff, who bring the experience of their work to this training.

In addition, renowned specialists, members of prestigious national and international scientific communities, are involved in designing and preparing the program.





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Learn the latest advances in Disruptive Disorders, Impulse and Behavior Control from professionals"

Management



Segovia Garrido, Domingo

- ♦ Degree in Psychology. Murcia University. 1994-1999
- ♦ Master's Degree in Occupational Hazard Prevention FECMES. 2003
- ♦ Master's Degree in Integrated Systems Management. FEDA. 2005
- ♦ Master's Degree in Clinical and Health Psychology. ISEP. 2004-05
- ♦ Psychologist at LASSUS Association for help against Depressive Syndrome. 2003-2012
- ♦ Former President of the LASSUS Association for help against Depressive Syndrome. 2006-2010
- ♦ Director-Psychologist of the Tinte23 Psychology Center. Since 2014
- ♦ Psychologist at Asociación Mentes Abiertas of La Roda (Association that works with family members and people with severe mental illness). Since 2015

Coordinator



Aguado Romo, Roberto

- ♦ Psychologist specializing in Clinical Psychology
- ♦ European Specialist in Psychotherapy by the EFPA, President of the European Institute for Time Limited Psychotherapy.
- ♦ Author with patents in psychotherapy models and techniques.
- ♦ Director of the Evaluation and Psychotherapy Center of Talavera, Bilbao and Madrid
- ♦ Director of the scientific journal Psinapsis
- ♦ Master's Degree in Clinical and Health Psychology by the Spanish Society of Psychosomatic Medicine and Psychology
- ♦ Tutor of the Basic Psychology course at the UNED

Professors

De Dios González, Antonio

- ♦ Director of Avatar Psychologists
- ♦ Director of the Psychology Department of Quirón Hospital of Marbella.
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies.
- ♦ Transpersonal Therapist of the Spanish School of Transpersonal Development.
- ♦ EFT Specialist by the World Center for EFT
- ♦ Master's Degree in Neuro-Linguistic Programming (NLP) by Richard Bandler's Society of Neuro-Linguistic Programming
- ♦ Specialist in Clinical Hypnosis and Relaxation

González, Mónica

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology of the Quirón Hospital and Avatar Psychologists in Marbella
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy (IEPTL).

Dr. Martínez-Lorca, Manuela

- ♦ Doctorate in Psychology from the University of Castilla-La Mancha
- ♦ Health Psychologist.
- ♦ Lecturer in the Department of Psychology at the UCLM
- ♦ Master in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies.
- ♦ Specialist in Clinical Hypnosis and Relaxation

Roldán, Lucía

- ♦ Health Psychologist
- ♦ Cognitive-behavioral intervention specialist
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in energy therapy intervention

04

Structure and Content

The structure of the contents has been designed by a team of professionals who recognise the implications of training in psychology, aware of the relevance of current specialization to treat the patient with psychological disorders or needs with quality teaching using new educational technologies.



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This Postgraduate Certificate in Disruptive Disorders, Impulse and Behavior Control has the most complete and updated scientific program on the market”

**Module 1. Disorders and Other Personal and Social Circumstances
Modulating Learning Difficulties**

- 1.1. Disruptive, Impulse-Control and Conduct Disorders and Learning Difficulties.
 - 1.1.1. Disruptive, Impulse-Control and Conduct Disorders (I): Impulse Control and Prosocial Behavior
 - 1.1.2. Disruptive, Impulse-Control and Conduct Disorders (II): Definition and Prevalence
 - 1.1.3. Disruptive, Impulse-Control and Conduct Disorders (III): Neurobiological Bases
 - 1.1.4. Disruptive, Impulse-Control and Conduct Disorders (IV): Neuropsychological Approaches to Antisocial Behavior
 - 1.1.5. Disruptive, Impulse-Control and Conduct Disorders (V): DSM-V Diagnostic Criteria: Oppositional Defiant Disorder. Intermittent Explosive Disorder
 - 1.1.6. Disruptive, Impulse-Control and Conduct Disorders (VI): DSM-V Diagnostic Criteria: Behavioral Disorders
 - 1.1.7. Disruptive, Impulse-Control and Conduct Disorders (VII): DSM-V Diagnostic Criteria: Antisocial Personality Disorder
 - 1.1.8. Disruptive, Impulse-Control and Conduct Disorders (VIII): Differential Diagnosis. DSM-V and ICD-10
 - 1.1.9. Disruptive, Impulse-Control and Conduct Disorders (IX): Assessment: Assessment Variables and Techniques and Instruments
 - 1.1.10. Disruptive, Impulse-Control and Conduct Disorders (X): Psychological and Psychopedagogical Intervention: Intervention Programs
- 1.2. Children and Youths with High Abilities and Learning Disabilities
 - 1.2.1. Definition of Gifted and Prevalence
 - 1.2.2. Assessment Criteria
 - 1.2.3. Assessment: Assessment Variables and Techniques and Instruments
 - 1.2.4. Psychological and Psychopedagogical Intervention: Intervention Programs
- 1.3. Other Issues





- 1.3.1. Children and Youth in Situations of Social and Family Risk: Substance Abuse, Unsafe Sexual Behavior, Family Destructuring, and Violence
- 1.3.2. Children and Youth at Risk of Social Exclusion: Poverty and Displacement Problems
- 1.3.3. Children and Youth in Situations of Mental Health Risk: Affective Problems
- 1.3.4. Assessment: Assessment Variables and Techniques and Instruments
- 1.3.5. Psychological and Psychopedagogical Intervention: Intervention Programs

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A unique, key, and decisive experience to boost your professional development”

05

Methodology

This training program provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the ***New England Journal of Medicine*** have ***considered it to be one of the most effective***.



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Discover Re-learning, 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 abundant scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking 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 high socioeconomic profile and an average age of 43.5 years old.

Re-learning 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 multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Certificate in Disruptive Disorders, Impulse and Behavior Control guarantees you, in addition to the most rigorous and updated training, access to a Postgraduate Certificate issued by TECH Technological University.



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Successfully complete this University Course and receive your university certificate without travel or laborious paperwork”

This **Postgraduate Certificate in Disruptive Disorders, Impulse and Behavior Control** has the most complete and updated program on the market.

After passing the evaluation, the student will receive by mail with acknowledgment of receipt the corresponding **Postgraduate Certificate** issued by **TECH Technological University**.

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

Title: **Postgraduate Certificate in Disruptive Disorders, Impulse and Behavior Control**

Official Number of Hours: **200 hours**



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

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community commitment
personalized service innovation
knowledge present
development languages
virtual classroom



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