

Postgraduate Diploma

Child and Adolescent Psychopathology





Postgraduate Diploma

Child and Adolescent Psychopathology

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

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-child-adolescent-psychopathology

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01

Introduction

The pathological universes that can develop during childhood and adolescence are diverse, as well as the personality disorders and cognitive and behavioral problems that can derive from their suffering. In this type of cases, the intervention of the psychology specialists becomes fundamental, not only to try to improve their quality of life through the application of specific therapeutic treatments, but also as a guide and support for the families. For this reason, TECH has considered it necessary to launch this program, in order to provide the graduates with the educational tools that will allow them to stay informed in this field in the shortest possible time and in a comprehensive manner. For this purpose, you will have 600 hours of 100% online qualification that includes the best theoretical, practical and additional material.



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Invest in a 100% online program with which you will work to help with greater specificity, not only children and adolescent patients with various disorders, but also their families"

To delve into the etiology of the different psychopathological universes that can be developed in the child and adolescent patients is essential to work on their evaluation quickly and safely, as well as in making specialized decisions when applying one therapeutic strategy or another. However, the wide range of clinical possibilities that exist with respect to the variety of disorders and problems associated with behavior and cognitive development, often hinder early diagnosis and, therefore, the choice of the most appropriate treatment.

For this reason, TECH has considered it necessary to launch this Postgraduate Diploma in Child and Adolescent Psychopathology, a program designed by experts in this field with the aim of bringing the graduate up to date on everything related to this particular sector. The program includes 600 hours of the best theoretical, practical and additional material and is distributed over 6 months, during which the professional will also work on perfecting their skills and competencies, in order to improve their care safely.

All this presented in a convenient, 100% online program with complete accessibility from any electronic device with internet connection. In addition, it includes detailed videos, research articles, complementary readings and real clinical cases, giving you the possibility to delve into each aspect of the syllabus in a personalized way and guaranteeing the contextualization of the information.

This **Postgraduate Diploma in Child and Adolescent Psychopathology** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Practical cases presented by experts in Psychology
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable electronic device with an Internet connection



You will work with the best theoretical and practical additional material in the field of Psychopathology, being able to delve into its different universes throughout 600 hours of dynamic and innovative education"

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A program adapted to you and to the demands of your sector, so that you can practice with the security of being able to do so on the basis of the latest scientific evidence in the field of psychology”

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

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 immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, through which the professional must try to solve the different professional practice situations that arise during the academic year. This will be done with the help of an innovative system of interactive videos made by renowned experts.

Handling the most up-to-date information on schizophrenia in children and adolescents will allow you to approach these cases with a more objective and specialized point of view.

You will be able to delve into the different neurodevelopmental disorders, as well as the most relevant aspects to take into account when diagnosing them.



02

Objectives

This Postgraduate Diploma in Child and Adolescent Psychopathology has been developed with the aim that the graduates can, in just 6 months, update their knowledge on the advances that have been made in this field. For this purpose, TECH will provide the most innovative educational tools of the university sector, which will facilitate their update in an exhaustive and guaranteed way. In addition, you will be able to work on the improvement of your clinical skills, implementing the best and most modern psychological strategies in your practice.



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If you are looking for a multidisciplinary and innovative program, this Postgraduate Diploma will exceed your expectations. Do you dare to put TECH to the test?"



General Objectives

- ♦ Master the fields of medical-psychologist interaction in treatments of children and adolescents
- ♦ Provide the professional with all the up-to-date references on diagnosis, intervention and therapeutic process in children and adolescents
- ♦ Describe with decision protocols the individualized study of the child and adolescent to perform a rigorous psychopathological study
- ♦ Frame all the information within a multidisciplinary framework model in the study of the biopsychosocial framework of the child and adolescent



If among your objectives is to perfectly manage the existing comorbidities in each psychopathological universe, you are in front of the right program to overcome it"





Specific Objectives

Module 1. Pathological Universes in Childhood and Adolescence (I)

- ♦ Know the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to the infantojuvenile stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the childhood and adolescence stage in each pathological universe
- ♦ Know and study the differential characteristics of each pathological universe according to the DSM-V information
- ♦ Study the existing comorbidities in each pathological universe mentioned

Module 2. Pathological Universes in Childhood and Adolescence (II)

- ♦ Explore other pathological universes such as gender dysphoria, paraphilic disorders or other problems subject to clinical attention
- ♦ Deepen into personality disorders according to DSM-V
- ♦ Differentiate the different characteristics of the most common disorders and pathologies in childhood and adolescence
- ♦ Analyze cases of child abuse and neglect, as well as child sexual abuse
- ♦ Examine the current perspective on gender dysphoria

Module 3. Personality Disorders in Childhood and Adolescence

- ♦ Know and differentiate personality disorders from the pathological universe in childhood and adolescence
- ♦ Study the differences among childhood personality disorders
- ♦ Personality disorders in childhood and adolescence
- ♦ Study the personality universe in the child and adolescence stage

Module 4. Others Related Problems

- ♦ Study other relevant problems that may appear in the psychological consultation
- ♦ Know the repercussion of emotional problems in the optimal development of children
- ♦ Study the addiction trends in children and their possible effects on their development
- ♦ Know the problems of the third world that harm the normal psychological development of children

03

Structure and Content

The content of this Postgraduate Diploma as well as its structure, have been developed following the guidelines of the prestigious and effective Relearning methodology, which consists of the reiteration of the most important concepts throughout the program. This pedagogical strategy, together with the quality of the information in the syllabus, and the variety of additional material in different formats that the graduates will find in the virtual classroom, will guarantee a gradual and progressive updating of his knowledge, without having to invest extra hours in memorizing.





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Your role in the prevention of suicide in child and adolescent patients is vital. Stay informed on the most effective psychological strategies for working with these cases through this program"

Module 1. Pathological Universes in Childhood and Adolescence (I)

- 1.1. Neurodevelopment Disorders
 - 1.1.1. What are Neurodevelopmental Disorders?
 - 1.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
 - 1.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 1.2. Schizophrenia Spectrum Disorders and Other Psychotic Disorders
 - 1.2.1. What are Schizophrenia Spectrum Disorders and other Psychotic Disorders?
 - 1.2.2. Disorders Included in the Diagnostic Category of "Schizophrenia Spectrum Disorders and Other Psychotic Disorders"
 - 1.2.3. Childhood Schizophrenia
- 1.3. Bipolar and Related Disorders
 - 1.3.1. What are Bipolar and Related Disorders?
 - 1.3.2. Disorders Included in the Diagnostic Category of Bipolar and Related Disorders"
- 1.4. Depressive Disorders
 - 1.4.1. The Universe of Depressive Disorders
 - 1.4.2. Disorders Included in the Diagnostic Category "Depressive Disorders"
- 1.5. Anxiety Disorders
 - 1.5.1. Anxiety Disorders
 - 1.5.2. Types of Anxiety Disorders included in the DSM-V
 - 1.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence.
- 1.6. Obsessive Compulsive Disorder and Related Disorders
 - 1.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
 - 1.6.2. Disorders Included in the Diagnostic Category of Obsessive-Compulsive Disorder and Related Disorders"
- 1.7. Trauma and Stress-Related Disorders
 - 1.7.1. What are Trauma-Related Disorders and Stressors?
 - 1.7.2. Disorders Included in the Diagnostic Category of "Trauma- and Stressor-Related Disorders"





- 1.8. Dissociative Disorders
 - 1.8.1. Characteristics of Dissociative Disorders
 - 1.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"
- 1.9. Somatic Symptom Disorders and Related Disorders
 - 1.9.1. What are Somatic Symptom Disorders and Related Disorders?
 - 1.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
 - 1.9.3. Evidence and Data of Relevance on Factitious Disorder as Applied to Another (in Children and Adolescents)
- 1.10. Eating and Food Ingestion Disorders
 - 1.10.1. What are Eating and Food Intake Disorders?
 - 1.10.2. Eating and Food Intake Disorders included in the DSM-V.
 - 1.10.3. Relevant Data on Eating and Food Intake Disorders in Adolescence.

Module 2. Pathological Universes in Childhood and Adolescence (II)

- 2.1. Excretory Disorders
 - 2.1.1. What are Called "Excretion Disorders"?
 - 2.1.2. Types of Excretion Disorders
- 2.2. Sleep-Wake Disorders
 - 2.2.1. Common Characteristics of Sleep-Wake Disorders
 - 2.2.2. Disorders Sleep-Wake Disorders Included in the Diagnostic Category "Sleep-Wake Disorders"
- 2.3. Gender Dysphoria
 - 2.3.1. Gender Dysphoria
 - 2.3.2. Relevant Situations of the Gender Factor in Childhood and Adolescence
 - 2.3.3. How Today's Children Experience Sexual Problems?
- 2.4. Disruptive, Impulse-Control and Behavioral Disorders
 - 2.4.1. Types of Disruptive, Impulse-Control and Behavioral Disorders
 - 2.4.2. Common Problems Fear-Related with Behavioral Management of Infants in Psychological Therapy

- 2.5. Substance Abuse and Addictive Disorders
 - 2.5.1. What are the Disorders Related to Substance Abuse and Addictive Disorders?
 - 2.5.2. Disorders Included in the Diagnostic Category of "Disorders Related to Substances and Addictive Disorders".
- 2.6. General Personality Disorder
 - 2.6.1. Personality Theories
 - 2.6.2. General Personality Disorder According to DSM-V
- 2.7. Paraphilic Disorders
 - 2.7.1. Paraphilic Disorders
 - 2.7.2. Incidence of Paraphilic Disorders in Childhood and Adolescence
- 2.8. Other Problems that can be Targeted Clinical Care
 - 2.8.1. Parent-Child Relationship Problems and Sibling Relationship Problems
 - 2.8.2. Child Abuse and Neglect. Sexual Abuse

Module 3. Personality Disorders in Childhood and Adolescence

- 3.1. Paranoid Personality Disorder
 - 3.1.1. Introduction to Paranoid Personality Disorder
 - 3.1.2. Diagnostic Criteria
 - 3.1.3. Paranoid Personality in Childhood
- 3.2. Schizoid Personality Disorder
 - 3.2.1. Introduction to Schizoid Personality Disorder
 - 3.2.2. Diagnostic Criteria
 - 3.2.3. Schizoid Personality in Childhood and Adolescence
- 3.3. Schizotypal Personality Disorder
 - 3.3.1. Introduction to Schizotypal Personality Disorder
 - 3.3.2. Diagnostic Criteria
 - 3.3.3. Schizotypal Personality in Minors. How It Differs from Adult Neuropathology
- 3.4. Borderline Personality Disorder
 - 3.4.1. Introduction to Borderline Personality Disorder
 - 3.4.2. Diagnostic Criteria
 - 3.4.3. Borderline Personality in Childhood and Adolescents
- 3.5. Narcissistic Personality Disorder
 - 3.5.1. Introduction to Narcissistic Personality Disorder
 - 3.5.2. Diagnostic Criteria
 - 3.5.3. Narcissist Personality in Children
- 3.6. Antisocial Personality Disorder
 - 3.6.1. Introduction to Antisocial Personality Disorder
 - 3.6.2. Diagnostic Criteria
 - 3.6.3. Antisocial Personality in Minors
- 3.7. Histrionic Personality Disorder
 - 3.7.1. Introduction to Histrionic Personality Disorder
 - 3.7.2. Diagnostic Criteria
 - 3.7.3. Histrionic Personality in Childhood and Adolescence
- 3.8. Avoidant Personality Disorder
 - 3.8.1. Introduction to Avoidant Personality
 - 3.8.2. Diagnostic Criteria
 - 3.8.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage
- 3.9. Dependent Personality Disorder
 - 3.9.1. Introduction to Dependent Personality
 - 3.9.2. Diagnostic Criteria
 - 3.9.3. Avoidant Personality and its Relationship with the Childhood and Adolescence Stage
 - 3.9.4. Implications of the Dependent Personality in Adulthood
- 3.10. Obsessive-Compulsive Personality Disorder
 - 3.10.1. Introduction to the Concept of Obsessions and Compulsions
 - 3.10.2. Concept of Compulsive Personality Disorder and Diagnostic Criteria
 - 3.10.3. Obsessive-Compulsive Personality in Childhood



Module 4. Others Related Problems

- 4.1. Anger and Aggressiveness Problems
 - 4.1.1. Introduction to Anger and Aggressiveness Problems
 - 4.1.2. Anger and Aggressiveness Problems in the Psychological Consultation
- 4.2. Substance Addiction Problems
 - 4.2.1. Introduction to Substance Addiction
 - 4.2.2. The Problems of Substance Abuse in Minors
 - 4.2.3. Substance Abuse Trends in Minors
- 4.3. Non-Substance Addiction Problems (ICT)
 - 4.3.1. Introduction to ICT
 - 4.3.2. Addiction to ICT in Minors
- 4.4. Problems Derived from ICT
 - 4.4.1. Major Problems Derived from ICT
- 4.5. Emotional Problems in Childhood and Adolescence
 - 4.5.1. Introduction to Emotions
 - 4.5.2. Emotions in Childhood and Adolescence
 - 4.5.3. Major Emotional Problems in Childhood and Adolescence
- 4.6. Self-Esteem and Self-Concept Problems
 - 4.6.1. Introduction to the Concept of Self-Esteem and Self-Concept
 - 4.6.2. Major Self-Esteem and Self-Concept Problems
- 4.7. Suicide in Childhood and Adolescence
 - 4.7.1. Introduction to Suicide
 - 4.7.2. Suicides in the Childhood and Adolescence Stage
- 4.8. Characteristics of Oppositional Defiant in Children and Adolescents
 - 4.8.1. Introduction to Oppositional Defiant Disorder
 - 4.8.2. Major Characteristics of Oppositional Defiant in Children and Adolescents
 - 4.8.3. Major Characteristics of Oppositional Defiant in Adolescents
- 4.9. The Most Common Neurodevelopment Conditions
 - 4.9.1. Introduction the Neurodevelopment Conditions
 - 4.9.2. Neurodevelopment Conditions in Minors

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

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



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

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

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



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

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

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

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



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

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

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



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

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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

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



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



Study Material

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

These contents are then 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.





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



05

Certificate

The Postgraduate Diploma in Child and Adolescent Psychopathology guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



The image features two graduation caps (mortarboards) against a blue sky with light clouds. One cap is in the foreground on the left, and another is slightly behind it on the right. The background is split diagonally into a white lower-left section and a magenta upper-right section.

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Successfully complete this program and receive your Postgraduate Certificate without having to travel or fill out laborious paperwork”

This **Postgraduate Diploma in Child and Adolescent Psychopathology** contains the most complete and up-to-date program on the market.

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

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

Title: **Postgraduate Diploma in Child and Adolescent Psychopathology**

Official N° of Hours: **600 h.**



*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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service **tech** technological university

knowledge present quality

online

Postgraduate Diploma

Child and Adolescent Psychopathology

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development

virtual classro

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