Postgraduate Diploma
Cognitive-Behavioral Intervention

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Postgraduate Diploma
Cognitive-Behavioural Intervention

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

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-cognitive-behavioural-intervention

Index

01 Introduction p. 4

02 Objectives p. 8

03 Course Management p. 12

04 Structure and Content p. 16

05 Methodology p. 22

06 Certificate p. 30

01

Introduction

The latest studies on Cognitive-Behavioral techniques and treatments used in patients with chronic mental health illnesses demonstrate their effectiveness, especially in people with anxiety disorders, bipolar disorder, eating disorders or personality disorders. The advances made in this type of therapy have greatly improved the quality of life of the person. However, it requires psychology professionals to constantly update their knowledge, which in this 100% online program can be achieved thanks to the knowledge provided by the specialised teaching team that teaches it. All of this is accompanied by multimedia content that is at the forefront of academic teaching.

A university program designed for you to deepen, broaden and renew all your knowledge in Cognitive-Behavioral Intervention with the help of great professionals"

The accelerated pace of life, the continuous socio-economic changes, uncertainty and drug use have increased the number of patients with mental health problems, which require a specialist with the skills and knowledge to deal with them. This Postgraduate Diploma in Cognitive-Behavioral Intervention offers the psychology professional a renewed and broad knowledge of the different intervention techniques, especially in patients with chronic illnesses.

A program taught 100% online in which students, thanks to the teaching team with experience in the field of psychology, will learn the latest advances in the management of patients with treatments ranging from the technique of deactivation and relaxation, desensitization, problem-solving therapies, exposure or Mindfulness. Additionally, throughout the 6 months of this Postgraduate Diploma, the psychology professional will be able to learn about the research and recent studies that address the use of psychotropic drugs in patients with certain disorders, their interaction and the most plausible side effects.

All this with a theoretical-practical approach, in which students will have a syllabus made up of video summaries, specialised complementary readings and simulations of real cases that will be of great use in their daily practice. In addition, this Postgraduate Diploma has master classes offered by a guest lecturer of great relevance in the field of Psychology. Thanks to his experience as a researcher and teacher, the graduate will gain a differential vision on the topics covered in this university program.

A 100% online Postgraduate Diploma that provides students with the ease of being able to study it comfortably, wherever and whenever they want. You will only need a device with internet access to keep up to date with recent developments in Cognitive-Behavioral Intervention and the most commonly used psychopharmacological treatments. Students will have all the syllabus available from the first day, which will allow them to distribute the teaching load according to their needs. In this way, psychology professionals can combine their work and/or personal responsibilities with quality teaching.

This **Postgraduate Diploma in Cognitive-Behavioral Intervention** 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 it is conceived scientific and practical information on those disciplines that are essential for professional practice
- The practical exercises where the self-evaluation process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

The multimedia resources library will allow you to consult the specialised readings provided by the teaching team with extensive experience in the world of Psychology"

Access this university program conveniently, whenever and wherever you want. All you need is a device with an internet connection"

Enroll in this Postgraduate Diploma to gain access to recent developments in drug interactions and their effects on patients with persistent disorders.

Renew your knowledge in the application of Instrumental or Operant Conditioning techniques in chronic patients with this Postgraduate Diploma.

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 allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

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

02

Objectives

During the development of this Postgraduate Diploma, the psychology professional who takes this program will be able to advance their knowledge on the intervention with cognitive-behavioral techniques in critically ill patients. As a result, at the end of this online program he will have renewed their knowledge in the different treatments applied according to the problems of each person and their ability to recover. A goal that will be achieved in a more natural and progressive manner, thanks to the *Relearning* learning method employed by TECH in all its programs.

TECH provides you with the most up-to-date content so that you can renew your knowledge in an agile and entertaining way"

General Objectives

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

An online program that will keep you up to date with the foundations of Cognitive-Behavioral Therapy intervention and its recent advancements"

Specific Objectives

Module 1. Intervention with Cognitive-Behavioral Techniques in Clinical Chronic Patients

- Know the basics of cognitive-behavioral therapy intervention
- Know the profile of the patient with chronic disease
- Know the most common chronic diseases and their characteristics

Module 2. Intervention with Cognitive-Behavioral Techniques in Clinical Psychology

- Acquire basic and key knowledge about the different Cognitive-Behavioral techniques
- Know and learn how to carry out an intervention with the cognitive-behavioral model
- Learn the basics of therapies based on the cognitive-behavioral model
- Know the authors of the cognitive-behavioral techniques

Module 3. Applied Psychopharmacology

- Differentiate the existing groups of psychotropic drugs for the treatment of psychiatric and behavioral disorders
- Determine the mechanisms of action in each pharmacological treatment
- Assess the side effects of different groups of drugs

03

Course Management

TECH Global University is committed to offering students who take any of its degrees a quality education with multimedia content in accordance with current academic times. In this way, it has carefully selected the teaching staff that provides this education. This way, students will have at their disposal a highly qualified team with an extensive experience in the care of patients with different disorders that are addressed from the Cognitive-Behavioral Intervention. The human quality and its proximity will allow the psychology professional who attends this program to have at his disposal a teaching staff that will answer any questions he may have about the syllabus.

An international guest lecturer will take you through a masterclass to obtain the most relevant knowledge in Cognitive Behavioral Intervention"

International Guest Director

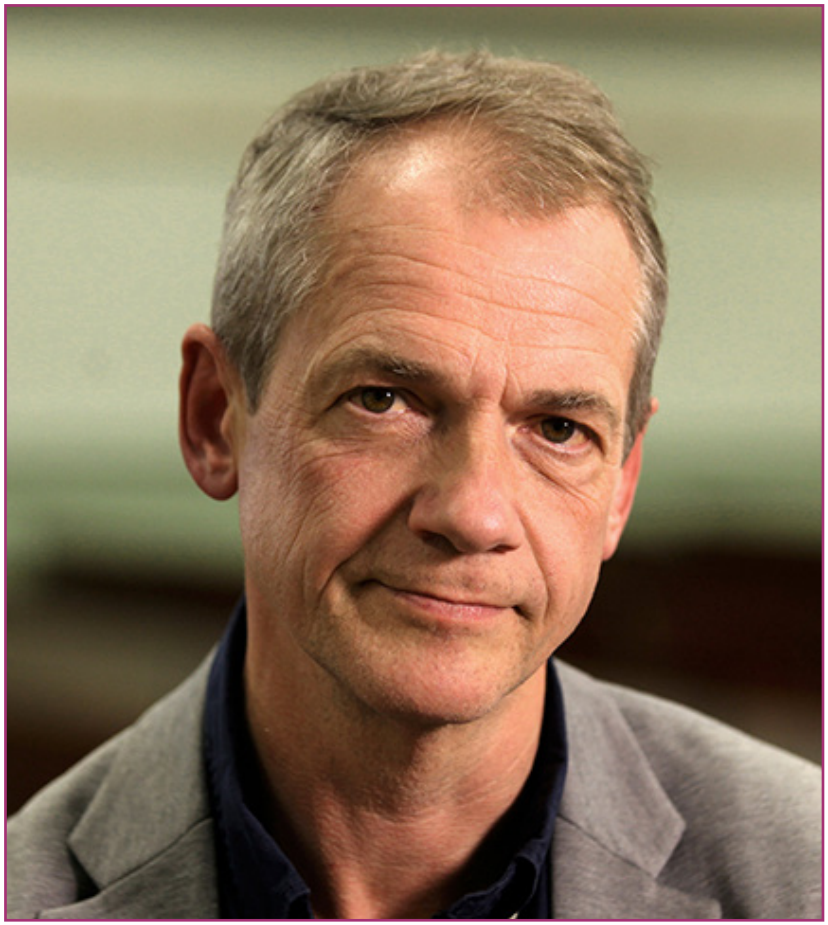
Stefan G. Hofmann, Ph.D. is a world renowned expert in the area of Cognitive Behavioral Therapy and Anxiety Disorders. For more than 20 years he has been researching the nature of emotional disorders and the processes through which psychological treatments alleviate symptoms.

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

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

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

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



D. G. Hofmann, Stefan

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

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

04

Structure and Content

The syllabus has been designed based on the requirements of the teaching team that makes up this university program. During the 540 teaching hours of this program, the psychology professional will go through the 3 modules that make up this Postgraduate Diploma. They will acquire a deep and updated knowledge of the most used techniques in the care of chronic patients, their evaluation and treatment with psychotropic drugs. The syllabus of this program is complemented by a multimedia resource library, which you can access in full from the first day of the course, allowing you to view it online or download it for later consultation at your convenience.

A syllabus in which you will explore, with a theoretical-practical approach, techniques such as Mindfulness, exposure, and cognitive restructuring"

Module 1. Intervention with Cognitive-Behavioral Techniques in the Chronic Patient Clinic

1.1. Introduction to Chronic Disease
  1.1.1. Chronic Disease Characteristics
  1.1.2. How Does It Affect the Person?
1.2. Most Common Chronic Diseases
  1.2.1. Prevalence of Chronic Diseases
  1.2.2. Most Common Diseases
1.3. Chronic Patient Assessment
  1.3.1. Principles of Assessment
  1.3.2. Most Common Assessment Tools
1.4. Self-Esteem and Self-Concept Problems
  1.4.1. Definition of Self-Esteem
  1.4.2. Definition of Self-Concept
  1.4.3. Common Self-Esteem and Self-Concept Problems in Chronic Illnesses
1.5. Coping Styles and Techniques
  1.5.1. What Are Coping Styles?
  1.5.2. Assessment Instruments
  1.5.3. Techniques for an Improved Approach
1.6. Biofeedback Techniques
1.7. Systematic Desensitization (J. Wolpe 1948)
  1.7.1. Who Is J. Wolpe?
  1.7.2. Theoretical Foundations of Systematic Desensitization
  1.7.3. Application of Systematic Desensitization
1.8. Edmund Jacobson's Progressive Relaxation
  1.8.1. Who Is Jacobson?
  1.8.2. Theoretical Foundations of Progressive Relaxation
  1.8.3. Progressive Relaxation Application
1.9. Instrumental or Operant Conditioning Techniques
  1.9.1. Therapeutic Use
  1.9.2. Most Commonly Used Techniques
  1.9.3. Conditioning at Present
1.10. Modeling Techniques

Module 2. Intervention with Cognitive-Behavioral Techniques in Clinical Psychology

2.1. Types of Techniques
  2.1.1. Introduction to Cognitive-Behavioral Techniques
  2.2.1. Why Is It Important to Avoid Relapses?
2.2. Schultz's Autogenous Relaxation (1901)
  2.2.1. Who Is Schultz?
  2.2.2. Autogenous Therapy
  2.2.3. Clinical Use
2.3. Suggestion and Hypnosis Techniques
  2.3.1. Origin of Hypnosis
  2.3.2. Suggestion and Hypnosis Procedure
  2.3.3. Applicability and Efficacy Data
2.4. Ellis' Rational-Emotive-Behavioral Therapy
  2.4.1. Who Is Ellis?
  2.4.2. Fundamentals of Rational-Emotive-Behavioral Therapy
  2.4.3. Clinical Use
2.5. Stress Inoculation Therapy
  2.5.1. Introduction to Stress Inoculation Therapy
  2.5.2. Relevant Authors
  2.5.3. Clinical Use
2.6. Beck's Cognitive Therapy
  2.6.1. Who Is Beck?
  2.6.2. Fundamentals of Cognitive Therapy
  2.6.3. Clinical Application
2.7. Problem-Solving Therapy
  2.7.1. Introduction to Problem-Solving Therapy
  2.7.2. Relevant Authors
  2.7.3. Clinical Use
2.8. Exposure Therapy
  2.8.1. Types of Exposure
  2.8.2. Relevant Authors
  2.8.3. Clinical Use

2.9. Cognitive Restructuring
  2.9.1. What Is Cognitive Restructuring?
  2.9.2. Clinical Application
2.10. Mindfulness
  2.10.1. Origin of Mindfulness
  2.10.2. Mechanisms of Action
  2.10.3. Clinical Use

Module 3. Applied Psychopharmacology

3.1. Introduction to Psychopharmacology
  3.1.1. Principles and Introduction to Psychopharmacology
  3.1.2. General Principles of Psychopharmacological Treatment
  3.1.3. Main Applications
3.2. Antidepressants
  3.2.1. Types of Antidepressants
  3.2.2. Mechanism of Action
  3.2.3. Indications
  3.2.4. Drugs of the Group
  3.2.5. Side Effects
  3.2.6. Contraindications
  3.2.7. Drug Interactions
  3.2.8. Patient Information
3.3. Antipsychotics
  3.3.1. Types of Antipsychotics
  3.3.2. Mechanism of Action
  3.3.3. Indications
  3.3.4. Drugs of the Group
  3.3.5. Side Effects
  3.3.6. Contraindications
  3.3.7. Drug Interactions
  3.3.8. Patient Information

3.4. Anxiolytics and Hypnotics
- 3.4.1. Types of Anxiolytics and Hypnotics
- 3.4.2. Mechanism of Action
- 3.4.3. Indications
- 3.4.4. Drugs of the Group
- 3.4.5. Side Effects
- 3.4.6. Contraindications
- 3.4.7. Drug Interactions
- 3.4.8. Patient Information

3.5. Mood Stabilizers
- 3.5.1. Types of Mood Stabilizers
- 3.5.2. Mechanism of Action
- 3.5.3. Indications
- 3.5.4. Drugs of the Group
- 3.5.5. Dosage and Forms of Administration
- 3.5.6. Side Effects
- 3.5.7. Contraindications
- 3.5.8. Drug Interactions
- 3.5.9. Patient Information

3.6. Psychostimulants
- 3.6.1. Mechanism of Action
- 3.6.2. Indications
- 3.6.3. Drugs of the Group
- 3.6.4. Dosage and Forms of Administration
- 3.6.5. Side Effects
- 3.6.6. Contraindications
- 3.6.7. Drug Interactions
- 3.6.8. Patient Information

3.7. Anti-Dementia Drugs
- 3.7.1. Mechanism of Action
- 3.7.2. Indications
- 3.7.3. Drugs of the Group
- 3.7.4. Dosage and Forms of Administration
- 3.7.5. Side Effects
- 3.7.6. Contraindications
- 3.7.7. Drug Interactions
- 3.7.8. Patient Information

3.8. Drugs for the Treatment of Dependency
- 3.8.1. Types and Mechanism of Action
- 3.8.2. Indications
- 3.8.3. Drugs of the Group
- 3.8.4. Dosage and Forms of Administration
- 3.8.5. Side Effects
- 3.8.6. Contraindications
- 3.8.7. Drug Interactions
- 3.8.8. Patient Information

3.9. Anti-Epileptic Drugs
- 3.9.1. Mechanism of Action
- 3.9.2. Indications
- 3.9.3. Drugs of the Group
- 3.9.4. Side Effects
- 3.9.5. Contraindications
- 3.9.6. Drug Interactions
- 3.9.7. Patient Information

3.10. Other Drugs: Guanfacine
- 3.10.1. Mechanism of Action
- 3.10.2. Indications
- 3.10.3. Dosage and Forms of Administration
- 3.10.4. Side Effects
- 3.10.5. Contraindications
- 3.10.6. Drug Interactions
- 3.10.7. Patient Information

A program designed for you to acquire the latest knowledge in the field of psychotropic drugs with chronically ill patients"

05

Methodology

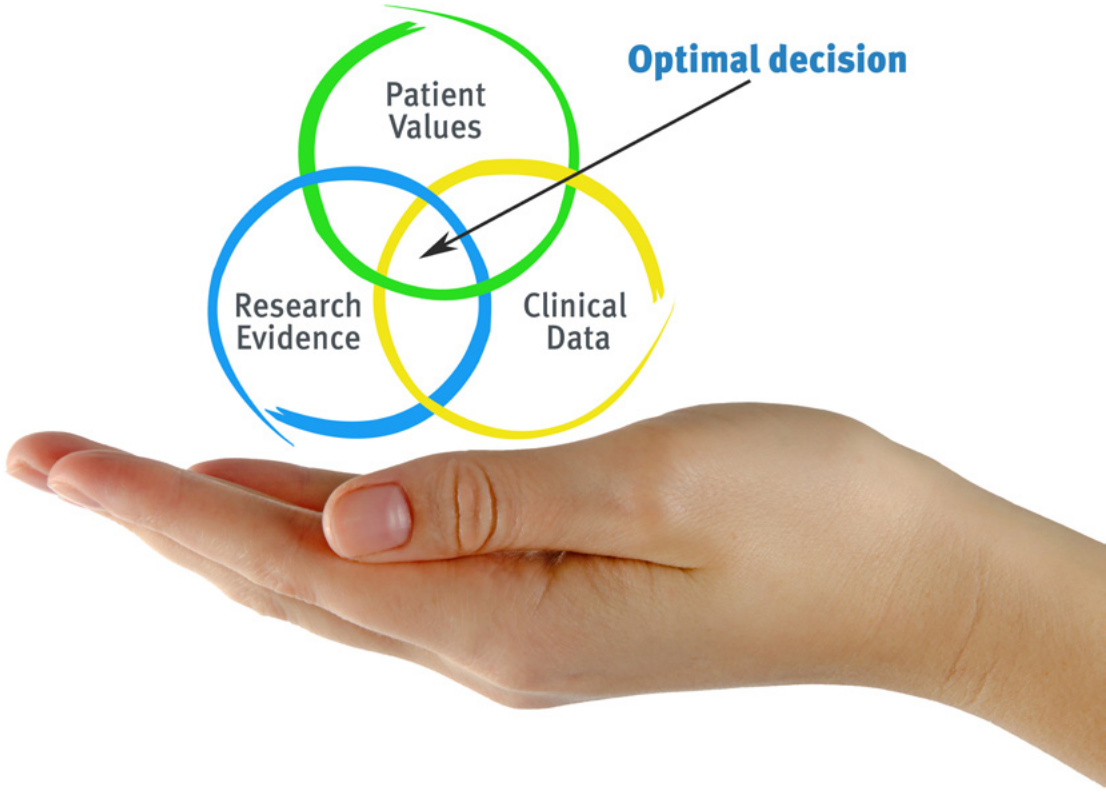
This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH we use the Case Method

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

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



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

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

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

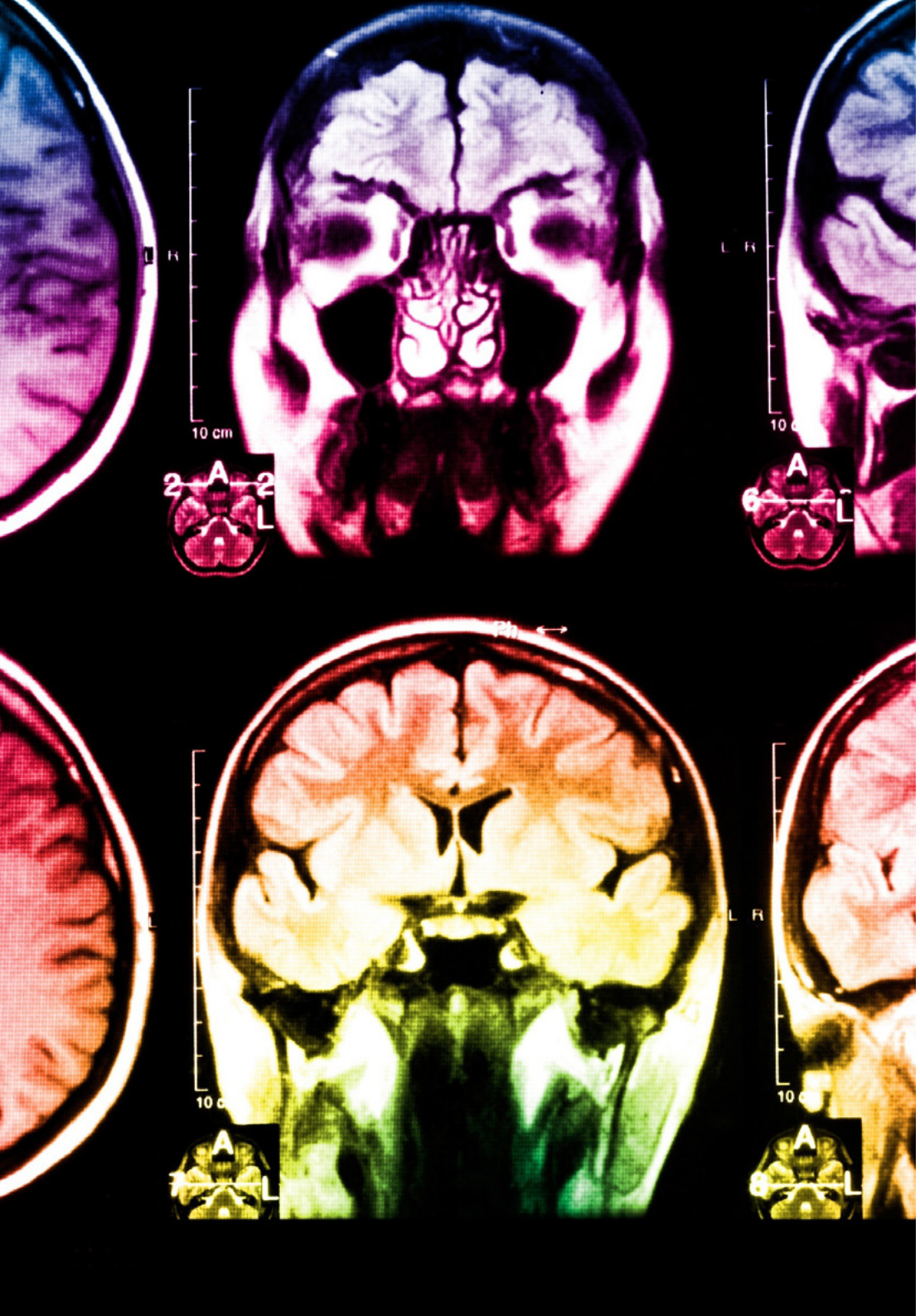
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate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

Relearning Methodology

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

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

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



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

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

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

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

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

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

Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.

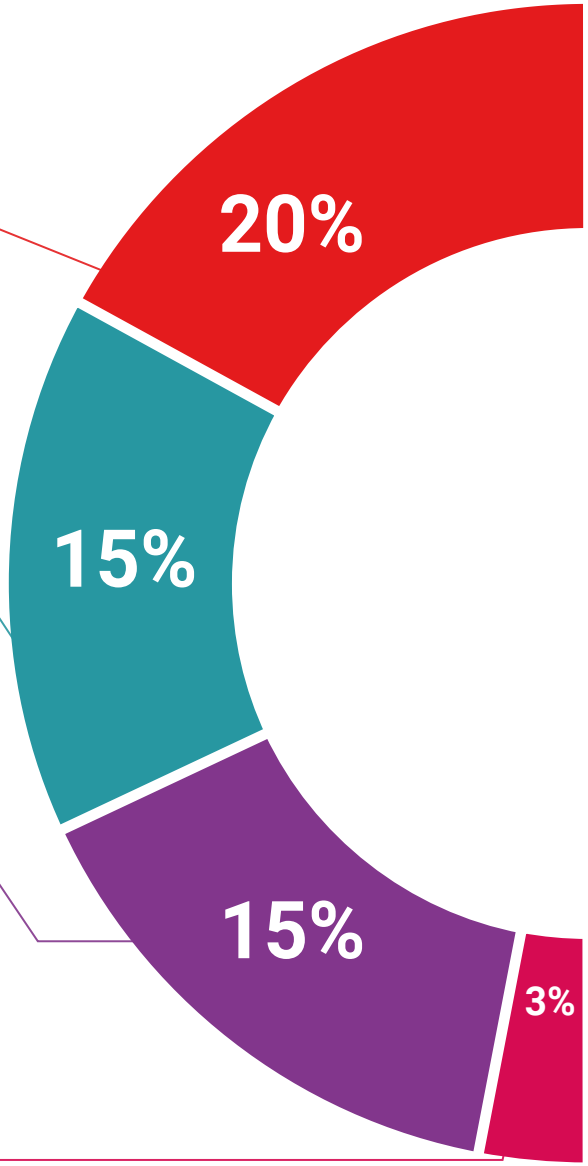
Interactive Summaries

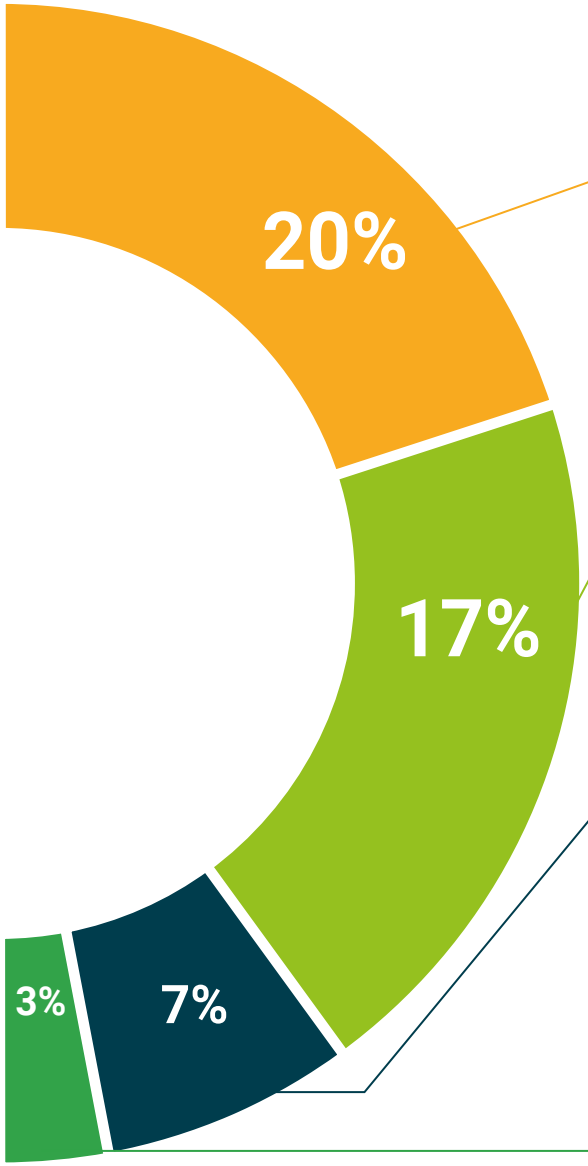
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





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.

06

Certificate

The Postgraduate Diploma in Cognitive-Behavioral Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Diploma in Cognitive-Behavioral Intervention** 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.

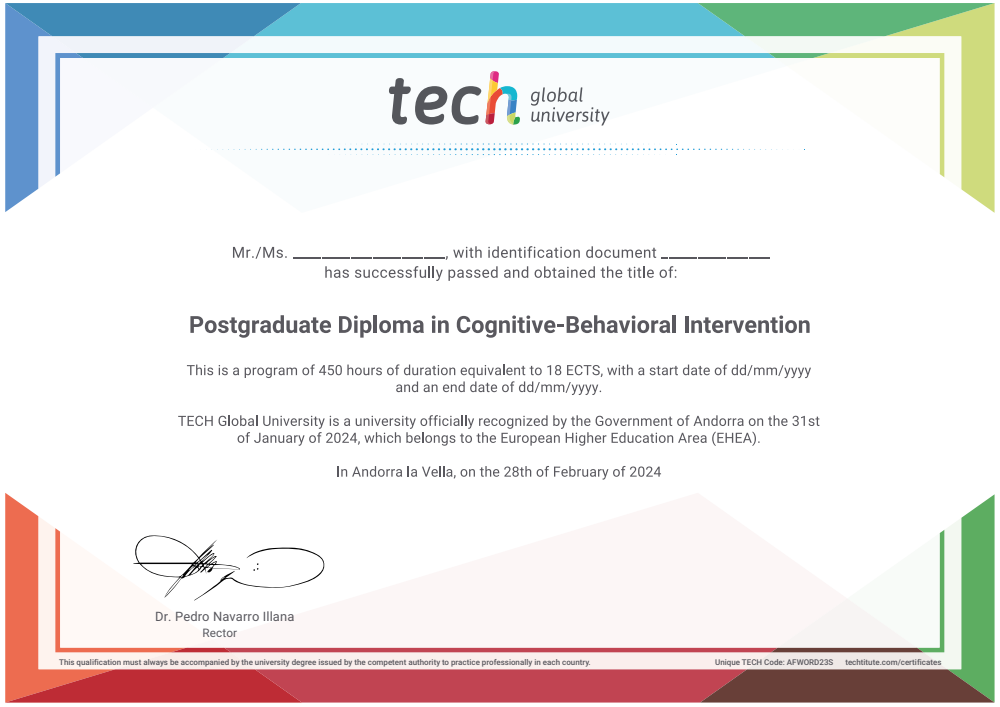
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Cognitive-Behavioral Intervention

This is a program of 450 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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