

# Postgraduate Diploma

## Identification and Treatment of Personality Disorders



## Postgraduate Diploma Identification and Treatment of Personality Disorders

- » 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-identification-treatment-personality-disorders](http://www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-identification-treatment-personality-disorders)

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01

# Introduction

Undoubtedly, the most frequent additional diagnosis in subjects with personality disorders is depression (or affective disorders). An important trend in current psychopathological research is the description of Personality Disorders in terms that allow for a reliable differential diagnosis.



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*This Postgraduate Diploma is unique in that it presents a whole arsenal of technology that the psychologist can offer to psychotic disorders and Personality Disorders Always within a multidisciplinary environment, combining psychological and social intervention with pharmacotherapy”*

The term schizophrenia was introduced by Bleuler in 1911, who considered it more appropriate to emphasize the splitting that occurs in the association of ideas, emotions and contact with reality and social life. Today schizophrenia is still one of the greatest challenges of science, affecting, as is well known, about 1% of the population. Much progress has been made in the knowledge of this disease (or diseases), but if we analyze what is currently known and what is ignored, we could conclude that we know more and more, but we continue to ignore many of the enigmas of this or these diseases.

Thus, the effects of the episode will be very relevant for the family, both psychologically and materially (loss of job and economic security). Children will be particularly affected in their psychosocial functioning by parental instability and the affective and educational shortcomings caused by the lack of adequate care of the sick parent.



*Expand your knowledge through the Postgraduate Diploma in Assessment and Identification of Psychotic Disorders adapted to your needs"*

This **Postgraduate Diploma in Identification and Treatment of Personality Disorders** contains the most complete and updated scientific program on the market.

The most important features of the Postgraduate Diploma 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 practice.
- » Novelties on Identification and Treatment of Personality Disorders.
- » Decision making on clinical situations raised.
- » Special emphasis on test-based medicine and research methodologies in emergencies.
- » All 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.



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*This course may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Identification and Treatment of Personality Disorders, you will obtain a qualification TECH Technological University"*

*The Postgraduate Diploma includes real clinical cases and exercises to bring the development of the Postgraduate Diploma 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 training 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.

This program is designed around Problem Based Learning, whereby the student will must try to solve the different professional practice situations that arise during the Postgraduate Diploma. 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 from a practical and rigorous way the performance of the Identification and Treatment of Personality Disorders.







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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

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- » Training to achieve the therapist-patient-medication link.
- » Identify the absorption properties of drugs.
- » Develop mastery of the positive and negative symptoms of psychotic disorders.
- » Describe in protocols the intervention programs, taking into account the characteristics and specific aspects of these disorders.
- » Identify the evolution of the different disorders listed in the DSM-5 or ICD-10.
- » Master the fields of medical-psychologist interaction in family intervention.
- » Train the professional of all the updated references on the diagnosis, intervention and therapeutic process in order to interact with the medication.
- » Describe, with decision protocols, the individualized study of family members to be able to perform a rigorous psychopathological study.
- » Use decision trees to make a permanent differential diagnosis.
- » Frame all the information within a multidisciplinary framing model in the study of the biopsychosocial framework of the psychotherapy-pharmacology relationship in psychotic disorders and personality disorders.





## Specific Objectives

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- » Master the tools of evaluation and intervention using all the intervention indicators.
- » Identify and use the information of social agents and family members.
- » Develop the intervention with the drug according to the mental logic of the different age groups.
- » Describe the effects on the social fabric of the psychotic patient.
- » Master the adverse and permanent effects of these diseases.
- » Manage and stabilize the emotional and affective deficiencies of the patient within the intervention.
- » Master and manage the differential characteristics of psychotic pathologies.
- » Identify and master the clinical and prognostic features of the different disorders of childhood and adolescence with pharmacological intervention due to these disorders.
- » Use the intervention to determine when it is necessary for other professionals to join process.
- » Developing and understanding mutations and new forms of disease in personality disorders.
- » Develop the knowledge to identify an important problem of natural evolution within the process of a family home.
- » Manage and master the systemic psychopathology that causes these disorders.
- » Develop monitoring models that express the changes of stress pathologies and chronic pathological mental states.



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.





*Learn the latest advances in the Identification and Treatment of Personality Disorders"*

## Management



### Segovia Garrido, Domingo.

- Degree in Psychology. Murcia University. 1994-1999
- Master's Degree in Occupational Hazard Prevention F.E.C.M.E.S. 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 specialized in clinical psychology.
- » European specialist psychologist in psychotherapy.
- » Managing Director of the evaluation and psychotherapy centers in Madrid, Bilbao, and Talavera de la Reina.
- » Author of Time-Limited Psychotherapy
- » Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies.



## Professors

### **De Dios González, Antonio.**

- » Director of Avatar Psychologists.
- » Head of Psychology Department in Quirón Hospital in Marbella.
- » Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.
- » Transpersonal Therapist of the Spanish School of Transpersonal Development.
- » Specialist in E.F.T. by the World Center for EFT.
- » Master's Degree in Neuro-Linguistic Programming (N.L.P.) from 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.

### **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's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.
- » Specialist in Clinical Hypnosis and Relaxation.

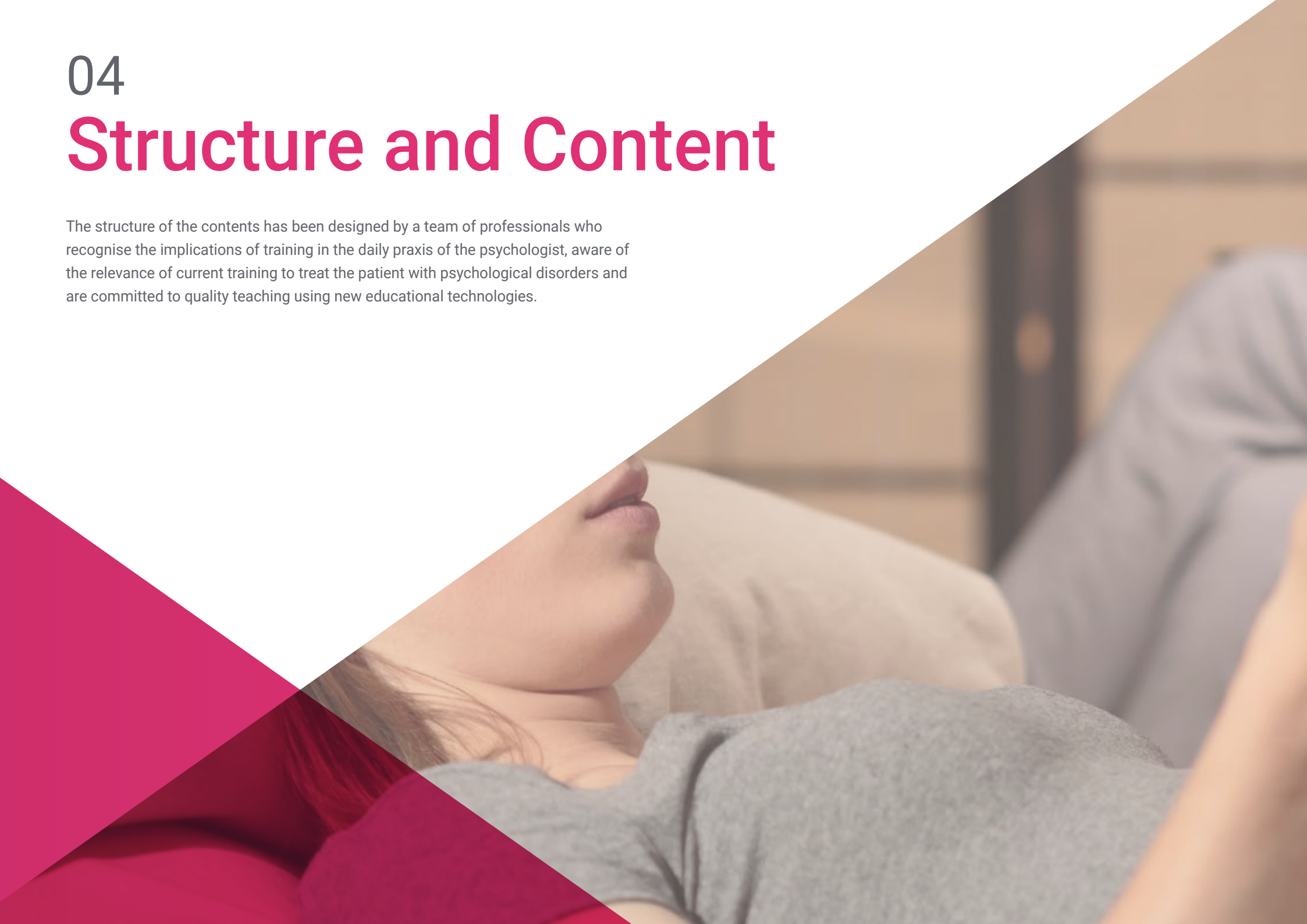
### **Roldán, Lucía.**

- » Health Psychologist
- » Cognitive-behavioral intervention specialist.
- » Master's Degree 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 the daily praxis of the psychologist, aware of the relevance of current training to treat the patient with psychological disorders and are committed to quality teaching using new educational technologies.



“

*This Postgraduate Diploma in Identification and Treatment of Personality Disorders contains the most complete and updated scientific program on the market”*

## Module 1. Questionnaires and Tests Used in the Diagnosis of Psychosis and Personality Disorders

- 1.1. Projective Techniques in Expert Appraisal
- 1.2. Rorschach Test
  - 1.2.1. Applications.
  - 1.2.2. Presentation of Sheets
  - 1.2.3. Reaction Time
  - 1.2.4. Patient's Time in Front of the Sheet.
  - 1.2.5. Removal of Sheets. The Survey
  - 1.2.6. Rorschach Assessment
- 1.3. Expressive Techniques
- 1.4. Drawing (HTP)
  - 1.4.1. Of the House,
  - 1.4.2. Tree
  - 1.4.3. Person
- 1.5. Free Drawing
- 1.6. Associative Projective Techniques.
- 1.7. Desirable Test
- 1.8. Max Lüscher Color Test.
- 1.9. T.A.T. Thematic Apperception Test
- 1.10. Intelligence Test
- 1.11. Wechsler Intelligence Test
  - 1.11.1. WISC-IV
  - 1.11.2. WAIS-IV
- 1.12. Neuropsychological Maturity Questionnaire CUMANES
- 1.13. Raven's Progressive Matrices.
- 1.14. Goodenough's Test
- 1.15. The Personality Test
- 1.16. Millon's Clinical Multiaxial Inventory (MCMII-III)
  - 1.16.1. Modifying Scales: Desirability and Alteration Index
  - 1.16.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive.
  - 1.16.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid
  - 1.16.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, P-Traum Stress D.
  - 1.16.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 1.17. CATELL's 16 PF-5
  - 1.17.1. Agreeableness, Reasonableness, Stability, Dominance, Encouragement, Attention to standards, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to change, Self-sufficiency, Perfectionism and Tension. Incorporates a Social Desirability (SI), an Infrequency (IN) and an Acquiescence (AQ) Scale to Monitor Response Bias.
- 1.18. Child and Adolescent Assessment System SENA.
  - 1.18.1. Internalized Problems: depression, anxiety, social anxiety, somatic complaints, obsession-compulsion and post-traumatic symptomatology
  - 1.18.2. Externalized Problems: hyperactivity and impulsivity, attention problems, aggressiveness, defiant behavior, anger control problems, antisocial behavior
  - 1.18.3. Specific Problems: Developmental Delay, Eating Behavior Problems, Learning Disabilities, Schizotypy, Substance Abuse, etc....
- 1.19. Personality Assessment Inventory PAI

- 1.19.1. 4 Scales of Assessment (Inconsistency, Infrequency, Negative Impression and Positive Impression).
- 1.19.2. 11 Clinical Scales (Somatic Complaints, Anxiety, Anxiety-Related Disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline Traits, Antisocial Traits, Alcohol Problems, Drug Problems),
- 1.19.3. 5 Scales of Consideration for Treatment (Aggression, Suicidal Thoughts, Stress, Lack of Social Support, and Refusal of Treatment)
- 1.19.4. Two Scales of Interpersonal Relationships (Dominance and Affability)
- 1.19.5. 30 Subscales Providing More Detailed Information

1.20. Clinical Personality Questionnaire for Adolescents and Adults TAMADUL.

- 1.20.1. Subjective Well-Being, Psychological Distress, Personal, Social, Occupational or Academic and Family Maladjustment, Self-Adjustment, Anxiety, Depression, Addiction, Anorexia, Somatization, Interpersonal Conflict, Dissociation, Normative Maladjustment, Demotivation, etc.

1.21. CEP Personality Questionnaire

- 1.21.1. Emotional Stability
- 1.21.2. Extraversion
- 1.21.3. Paranoid

1.22. Children's Personality Questionnaire CPQ

- 1.22.1. Reserved/Open, Low/High Intelligence, Emotionally Affected/Stable, Calm/Excitable, Submissive/Dominant, Sober/Enthusiastic, Unconcerned/Conscientious, Cohibited/Entrepid, Hard/Soft Sensitivity, Confident/Doubting, Simple/Astute, Serene/Apprehensive, Less or More Integrated and Relaxed/Tensed.

1.23. Personality Questionnaire (FORMS A AND J) EPQ

- 1.23.1. Instability
- 1.23.2. Extraversion
- 1.23.3. Hardness
- 1.23.4. Sincerity

- 1.24. Neuropsychology
- 1.25. Psycholinguistics
- 1.26. Aptitudes
- 1.27. Study of the Story's Credibility

- 1.27.1. CBCA System (Criteria Based Content Analysis)
- 1.27.2. The Statement Validity Assessment (SVA) Udo Undeutsch.
- 1.27.3. SVA = Interview + CBCA + Validity Checklist

**Module 2. Personality Disorders and Associated Pathologies**

2.1. General Personality Disorder.

- 2.1.1. Cognition
- 2.1.2. Affectivity
- 2.1.3. Interpersonal Functioning
- 2.1.4. Impulse Control

2.2. Intervention in Personality Disorders.

2.3. Paranoid

- 2.3.1. Mistrust
- 2.3.2. Suspiciousness
- 2.3.3. Deception
- 2.3.4. Concern
- 2.3.5. Resentment

2.4. Schizoid

- 2.4.1. Displeasure
- 2.4.2. Loneliness
- 2.4.3. Disinterest
- 2.4.4. Difficulty in Intimate Relationships
- 2.4.5. Emotional Coldness
- 2.5. Schizotypal
  - 2.5.1. Reference Idea
  - 2.5.2. Unusual Perception
  - 2.5.3. Strange Thoughts
  - 2.5.4. Suspiciousness
  - 2.5.5. Inappropriate Affection
  - 2.5.6. Strange Appearance
  - 2.5.7. Social Anxiety
- 2.6. Antisocial
  - 2.6.1. Illegality
  - 2.6.2. Deception
  - 2.6.3. Impulsiveness
  - 2.6.4. Irresponsibility
  - 2.6.5. Absence of Remorse
- 2.7. Limitations
  - 2.7.1. Homelessness
  - 2.7.2. Interpersonal Instability
  - 2.7.3. Abnormalities About Identity
  - 2.7.4. Autolisis
  - 2.7.5. Affective Instability
  - 2.7.6. Chronic Emptiness
  - 2.7.7. Irritability
- 2.8. Histrionic
  - 2.8.1. Theatrical
  - 2.8.2. Seduction
  - 2.8.3. Emotional Lability
  - 2.8.4. Self-Dramatization
  - 2.8.5. Suggestibility
- 2.9. Narcissist
  - 2.9.1. Megalomania
  - 2.9.2. Fantasies of Success
  - 2.9.3. Privilege
  - 2.9.4. Exploits Relationships
  - 2.9.5. Lacks Empathy
  - 2.9.6. Envy
- 2.10. Evasión
  - 2.10.1. Avoidance
  - 2.10.2. Shame
  - 2.10.3. Concern over Criticism
  - 2.10.4. Inhibition in Relationships
  - 2.10.5. Does not Take Risks
- 2.11. Dependent



- 2.11.1. Indecision
- 2.11.2. Can Not Take Responsibility
- 2.11.3. Discomfort
- 2.11.4. Fear of Loneliness
- 2.11.5. Irrational Fear
- 2.12. Obsessive Compulsive
  - 2.12.1. Concern
  - 2.12.2. Perfectionism
  - 2.12.3. Excessive Dedication
  - 2.12.4. Hyperconsciousness
  - 2.12.5. Collectionism
  - 2.12.6. Greed
- 2.13. Intervention in Dissociative Disorders
  - 2.13.1. Dissociative Identity Disorder
  - 2.13.2. Dissociative Amnesia
  - 2.13.3. Depersonalization/Derealization Disorder
- 2.14. Intervention in Impulse Control Disorders
  - 2.14.1. Oppositional Defiant Disorder.
  - 2.14.2. Intermittent Explosive Disorder.
  - 2.14.3. Behavioral Disorder.
  - 2.14.4. Destructive Disorder
- 2.15. Intervention in Eating Disorders
  - 2.15.1. Pica
  - 2.15.2. Anorexia Nervosa
  - 2.15.3. Bulimia Nervosa
  - 2.15.4. Intervention with Reciprocal Interaction Therapy in Anorexia and Bulimia.
- 2.16. Intervention in Sleep Disorders.
  - 2.16.1. Insomnia.
  - 2.16.2. Hypersomnia.
  - 2.16.3. Narcolepsy.
  - 2.16.4. Central Sleep Apnea.
  - 2.16.5. Parasomnia.
- 2.17. interventions in Addictive Behavior Disorders.
  - 2.17.1. Epidemiology.
  - 2.17.2. Psychological Assessment.
  - 2.17.3. Beginning and Evolution.
  - 2.17.4. Evaluation.
  - 2.17.5. Psychological and Complementary Studies.
  - 2.17.6. Diagnostic Judgment.
  - 2.17.7. Etiopathogenesis.
  - 2.17.8. Treatment.



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

05

# Methodology

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

This teaching system is used 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.



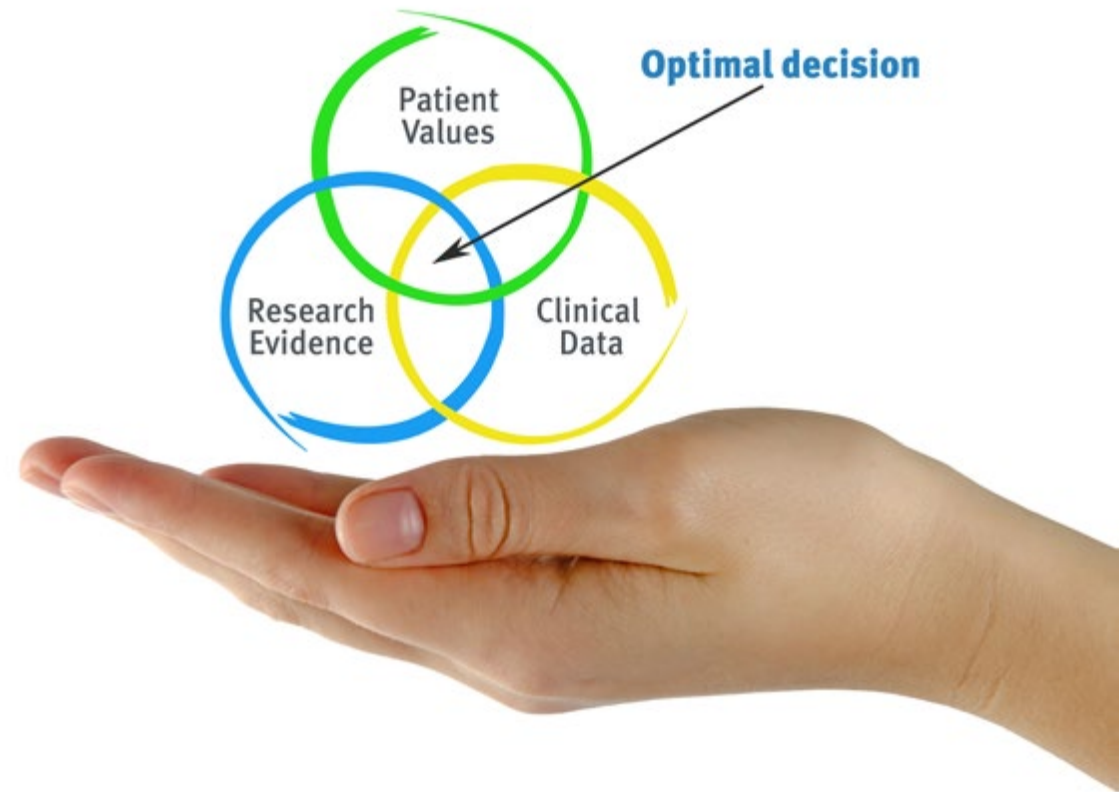
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*Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

In a given clinical situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method. Psychologists learn better, faster, and more sustainably over time.

*With TECH, psychologists can experience 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 grasp concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. The learning is solidly focused on practical skills that allow the psychologist to better integrate the 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 represent a real revolution with respect to simply studying and analyzing 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).

With this methodology we have trained more than 150,000 psychologists with unprecedented success, in all clinical specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*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 to success*

In our program, learning is not a linear process, but rather a spiral (we 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



In this program you will have access to the best educational material, prepared with you 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 really specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Latest Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and to the forefront of psychology. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

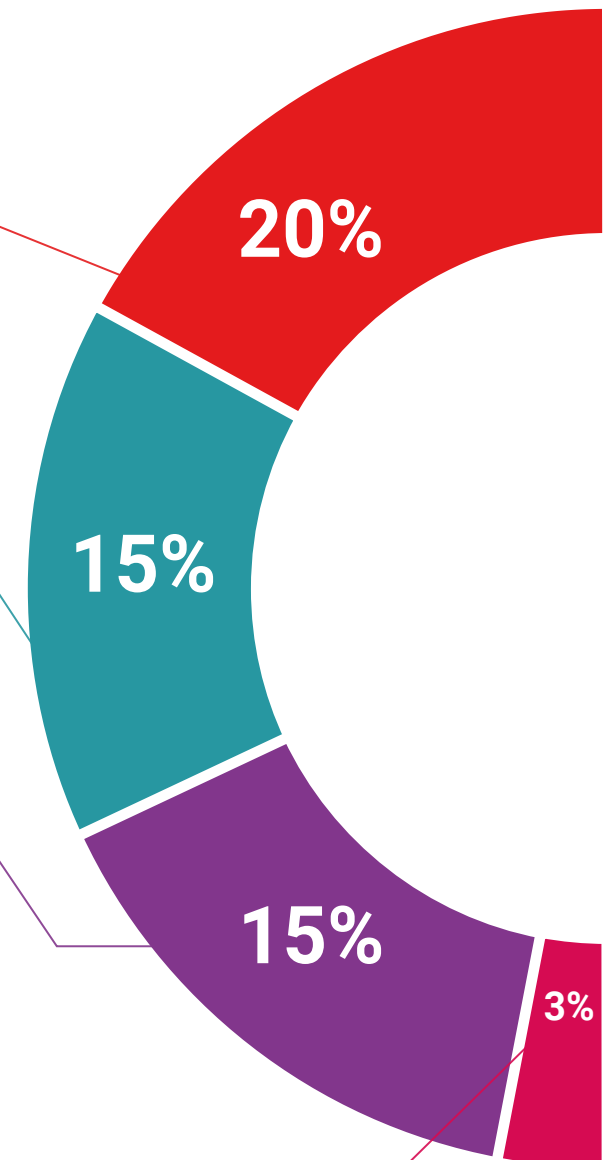
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents, international guides. in our virtual library you will have access to everything you need to complete your training.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through 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 your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you 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 our future difficult decisions.



**Quick Action Guides**

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



06

# Certificate

The Postgraduate Diploma in Identification and Treatment of Personality Disorders guarantees you, in addition to the most rigorous and updated training, access to a qualification issued by **TECH Technological University**.







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*Successfully complete this Postgraduate Diploma  
and receive your university certificate without travel or  
laborious paperwork”*

This Postgraduate Diploma in Identification and Treatment of Personality Disorders contains the most complete and updated scientific program on the market.

After passing the assessments, students receive their Postgraduate Diploma issued by TECH Technological University posted by certified mail.

The certificate issued by TECH Technological University will specify the qualification obtained through the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

**Title: Postgraduate Diploma in Identification and Treatment of Personality Disorders**

ECTS: 17

Official Number of Hours: 425 hours



\*Apostille Convention. In the event that the student wishes to have their paper diploma Apostilled, TECH EDUCATION will make the necessary arrangements to obtain it at an additional cost of €140 plus shipping costs of the Apostilled diploma.



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development languages  
classroom



## Postgraduate Diploma Identification and Treatment of Personality Disorders

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