

Postgraduate Diploma

Neurodevelopmental Disorders

A close-up photograph of a colorful wooden bead maze toy. The toy features a vertical wooden frame with several horizontal bars of different colors (yellow, green, blue) attached. Small wooden beads are strung onto these bars. A person's hand is visible, using a wooden tool to move a blue bead along its path. The background is blurred, showing more of the toy and some pink fabric.

tech global
university



Postgraduate Diploma Neurodevelopmental Disorders

- » 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-neurodevelopment-disorders



Index

01

Introduction

02

Objectives

03

Course Management

04

Structure and Content

05

Methodology

p. 4

p. 8

p. 12

p. 16

p. 20

06

Certificate

p. 24

01

Introduction

Neurodevelopmental disorders are infrequent in infantile and juvenile patients in relation to other neurological pathologies. However, the psychology professional must have detailed knowledge of the most innovative strategies for the diagnosis and treatment of this type of clinical cases, not only to increase the quality of life of the child, but also to be able to offer families guidance, as well as the therapeutic alternatives that are currently obtaining the best results. For this purpose, you can count on this program that TECH has designed, exclusively, to facilitate you to learn about the latest developments. It is an innovative and 100% online program with which you will be able to update your knowledge related to this type of conditions in only 6 months.



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*Obtain a Postgraduate Diploma in
Neurodevelopment Disorder with this
100% online program in only 6 months**

Atypical neurodevelopment in children and adolescents can be caused by factors that alter the complex encephalic processes. Although it is estimated that less than 10% of the child and adolescent population suffers from this type of conditions, which usually occur before puberty, psychology professionals who are committed to their patients should know in detail the ins and outs of these pathologies. In this way they will be able to work in a specialized way in their treatment, improving their quality of life and contributing to the peace of mind of their families.

The best option to fulfill this objective is through the completion of this Postgraduate Diploma in Neurodevelopmental Disorders. This is a 100% online program with 6 months of duration, which includes the best content to delve into the developmental contexts of psychopathologies in childhood and adolescence, the determinants of intelligence, and comprehensive and updated knowledge of autism spectrum disorder.

For this purpose, you will have a syllabus designed by experts, as well as additional material in different formats including: images, detailed videos, research articles, real clinical cases and complementary readings with which you will be able to delve into the aspects you consider most important for your professional performance. In addition, all the content will be available for download from the beginning of the course, so that students will not only be able to organize themselves, but also to save and consult it whenever they need it, even once the program is over.

The **Postgraduate Diploma in Neurodevelopmental Disorders** 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



A program with which you will not only contribute to improving the quality of life of your patients, but also bring greater peace of mind to their families"

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Knowing in detail the different developmental contexts, as well as psychopathologies in childhood and adolescence, will allow you to establish more effective and specialized therapeutic plans”

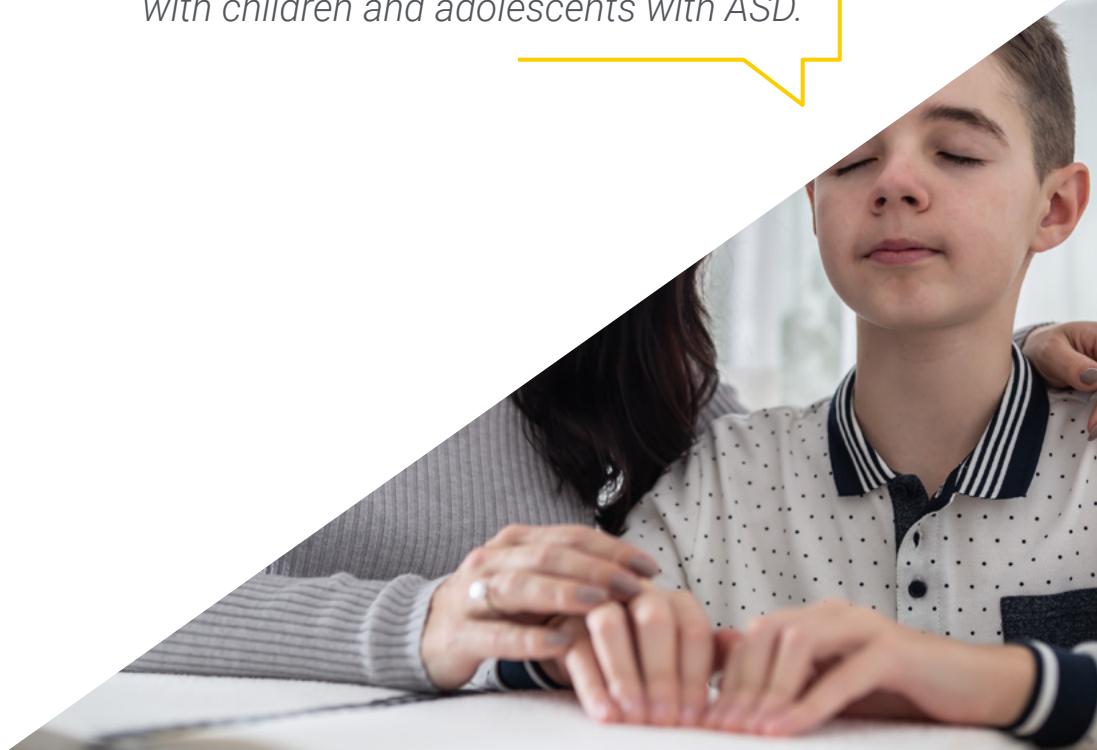
You will work on the importance of the role of families in the treatment of patients with Neurodevelopmental Disorders, so that you can guide them and establish guidelines for coexistence.

Thanks to the thoroughness with which the syllabus has been designed, you will be able to delve into the main methods of intervention with children and adolescents with ASD.

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, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



02

Objectives

This Postgraduate Diploma offered by TECH, has been designed with the aim that the specialist of Psychology can know in detail the latest scientific developments related to Neurodevelopmental Disorders and applicable to their practice. To this end, it will provide the most innovative educational tools which will not only contribute to its update, but will help you to improve your professional skills in a guaranteed way and in just 6 months.



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With this Postgraduate Diploma, you will exceed your own expectations, which will motivate you to reach your highest educational goals”

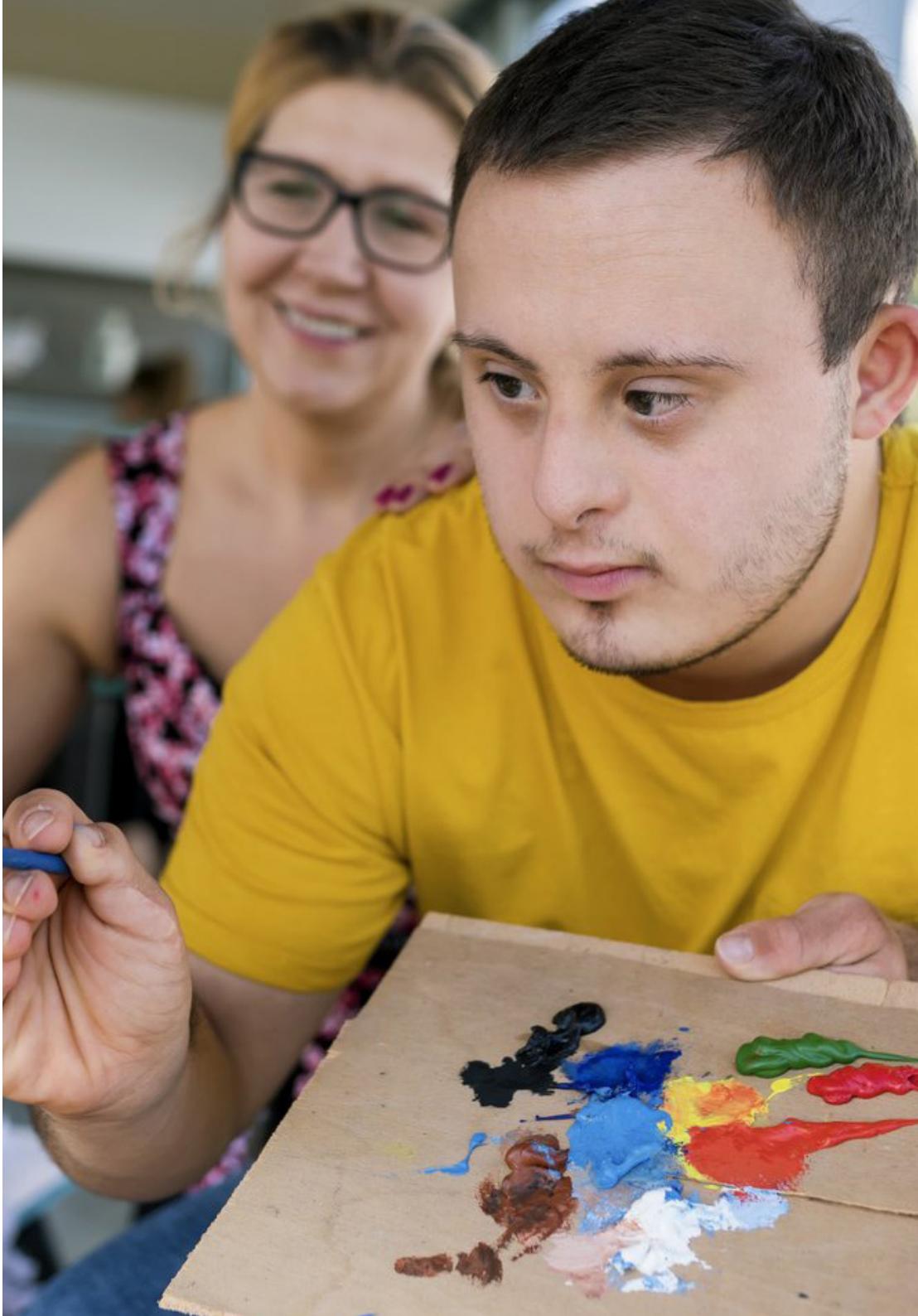


General Objectives

- ♦ Review the history of psychology in the field of child and adolescent
- ♦ Know in detail the latest developments related to the evaluation and diagnostic processes in the field
- ♦ Develop a broad clinical management of the psychological tools that are currently obtaining the best results

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In order to guarantee a dynamic and inclusive educational experience, you will have real clinical cases in which you will be able to practically apply the theoretical content”





Specific Objectives

Module 1. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family

- ◆ Get to know the influence of developmental contexts on childhood and adolescent psychopathologies
- ◆ Study the differences between the "autonomous self", the "social self" and the "family self"
- ◆ Know the characteristics that make a family pathological, the existing conflictive bonds and the influence of the family environment in the development of psychopathologies in the child
- ◆ Study the modulating risk and protective factors for child and adolescent mental health

Module 2. Intelligence

- ◆ Know the history of the concept of intelligence
- ◆ Study and differentiate the authors and their theories on intelligence
- ◆ Investigate intervention programs related to learning abilities
- ◆ Know the method of evaluation and diagnosis of intelligences
- ◆ Know and differentiate the concept of intellectual disability and high abilities

Module 3. Autism Spectrum Disorder

- ◆ Know the changes that have occurred in the diagnostic categorization of disorders on the autism spectrum
- ◆ Study the myths and truths of autism that exist in the world and that can cause stereotyping in children with ASD
- ◆ Knowing the possible theories on the origin of ASD
- ◆ Study the main intervention methods for children with ASD
- ◆ Learn the importance of early diagnosis in children with ASD

03

Course Management

This academic program includes the most specialized teaching staff in the current educational market. They are specialists selected by TECH to develop the whole syllabus. In this way, starting from their own existence and the latest evidence, they have designed the most up-to-date content that provides a guarantee of quality in such a relevant subject.



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*TECH offers the most specialized
teaching staff in the field of study.
Enroll now and enjoy the quality
you deserve”*

International Guest Director

With a solid career in the field of **mental health**, Dr. Fairlee C. Fabrett is considered a true international reference. The expert has a prominent professional and research career, focused on improving the quality of **psychological care** in general, but with special emphasis on the approach to **child and adolescent patients**.

For more than a decade, the specialist has maintained a continuous link with the prestigious **McLean Hospital of Mass General Brigham**. At that institution, she has led several clinical projects. Among other roles, she has been involved in the **supervision** of innovative treatment models. Along with the rest of the team in the **Division of Child and Adolescent Psychiatry**, he has also implemented comprehensive, multidisciplinary work strategies to address disorders such as **Anxiety, Emotional and Mood Dysfunction**.

Her commitment to the training of other specialists has prompted her to develop an internship program for graduate students in Psychology. An academic training that not only aligns with the functions of McLean Hospital, but provides a holistic view on the most disruptive therapeutic trends. In addition, he is responsible for the adaptation and implementation of several outpatient treatment manuals, with significant therapeutic results.

At the same time, she runs a **Clinical Fellowship Program** designed to provide recent graduates with specific training to become **counselors or community residency coordinators**. Most of the graduates of this initiative have played a crucial role in supporting the integration and **motivation** of children and adolescents with mental health problems, both inside and outside McLean Hospital itself.

Also noteworthy is the **careful preparation** that Dr. Fabrett has sustained throughout her professional experience. A graduate of Arizona State University with a Ph.D. in **Clinical Psychology**, she has pursued advanced studies at Harvard University.



Dr. Fabrett, Fairlee C.

- Director of the Division of Child and Adolescent Psychiatry at McLean Hospital, Belmont, USA
- Academic of Psychiatry at Harvard University
- Psychologist at Cambridge Health Alliance, Cambridge, Cambridge, UK
- Doctorate in Clinical Psychology from Arizona State University
- B.S. in Psychology from the University of Arizona
- Clinical Psychology Fellowship at Harvard Medical School, Harvard Medical School
- Academic Post-Doctoral Fellowship at McLean Hospital

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

03

Structure and Content

The keys to TECH's success are based on three fundamental pillars: the best syllabus, designed by specialists in the area, the use of the innovative and effective Relearning methodology, and the inclusion of high-quality additional material presented in different formats. Thus, graduates have access to a program that guarantees them updating their knowledge in a natural and progressive way. Moreover, all of this is 100% online, which allows them to organize themselves in a personalized and exclusive way based on their availability.



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Thanks to the detailed videos, research articles and complementary readings that you will find in the virtual classroom, you will be able to delve into the most important aspects of the syllabus in a personalized way"

Module 1. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family

- 1.1. Developmental Contexts
 - 1.1.1. What Are Developmental Contexts?
 - 1.1.2. Types of Developmental Contexts
 - 1.1.3. Importance of Developmental Contexts in the Development of Childhood and Adolescent Psychopathology
- 1.2. Pathologies of the Microcontext, Pathology of the Mesocontext and Pathology of the Macrocontext
 - 1.2.1. Microcontext Pathologies
 - 1.2.2. Mesocontext Pathologies
 - 1.2.3. Macrocontext Pathologies
- 1.3. Autonomous Self, Social Self and Family Self
 - 1.3.1. Autonomous Self
 - 1.3.2. Social Self
 - 1.3.3. Family Self
- 1.4. Characteristics of the Pathological Family
 - 1.4.1. The Role of the Family in the Development of Psychopathologies
 - 1.4.2. Characteristics of the Pathological Family
 - 1.4.3. Influences of the Pathological Family on the Infant
- 1.5. Conflictive Bonds
 - 1.5.1. Introduction to the Bonding Concept
 - 1.5.2. Concept of Attachment
 - 1.5.3. Types of Conflicting Bonds
- 1.6. Type of Child and Sibling History
 - 1.6.1. Introduction to the Concept of Child in the Family
 - 1.6.2. Types of Children
 - 1.6.3. The Role of Siblings in Normal and/or Pathological Development
- 1.7. Family Psychopathology and its Impact on the Infant
 - 1.7.1. Psychopathology in the Family
 - 1.7.2. Influence of Family Psychopathology in the Infant and Adolescent

- 1.8. Problematic Extrafamilial Environment
 - 1.8.1. Introduction to the Concept of Extrafamiliar Environment vs. Intrafamiliar Environment
 - 1.8.2. Problematic Types of Family Environments
- 1.9. Influence of Family Socioeconomic Status, Culture and Media
 - 1.9.1. Introduction to the Concept of Socioeconomic Position of the Family Member
 - 1.9.2. Influence of Culture in the Development of Pathologies in Children and Adolescents
 - 1.9.3. Influence of the Media in the Development of Pathologies in Children and Adolescents
- 1.10. Risk and Protective Factors for Mental Health in Childhood
 - 1.10.1. Introduction to the Concept of Modulatory Factors
 - 1.10.2. Risk Factors for Mental Health in Childhood
 - 1.10.3. Protective Factors for Mental Health in Childhood

Module 2. Intelligence

- 2.1. History and Introduction to the Concept of Intelligence
 - 2.1.1. The Concept of Intelligence
 - 2.1.2. First Works on Intelligence
- 2.2. Multiple intelligences
 - 2.2.1. Concept of Multiple Intelligences
 - 2.2.2. Theory of Multiple Intelligences
- 2.3. Intelligence, Skills, Diagnosis
 - 2.3.1. What is Emotional Intelligence?
 - 2.3.2. Main Theories on Emotional Intelligence
 - 2.3.3. Daniel Goleman's Figure
- 2.4. Assessment and Diagnosis
 - 2.4.1. Evaluation and Diagnosis of Intelligence
 - 2.4.2. Major Instruments for Measuring Intelligence
- 2.5. Intellectual Disability
 - 2.5.1. Concept of Intellectual Disability and Comorbidity with Other Mental Health Conditions
 - 2.5.2. Evaluation and Diagnosis of Intellectual Disability

- 2.6. Learning Disorders
 - 2.6.1. What are Learning Disorders?
 - 2.6.2. Main Learning Disorders
 - 2.6.3. Assessment and Diagnosis of Learning Disorders
- 2.7. High Abilities, Differential Diagnosis
 - 2.7.1. Introduction to the Concept of High Abilities
 - 2.7.2. Differential Diagnosis
 - 2.7.3. High Abilities in Autism
- 2.8. Intervention Programs
 - 2.8.1. Principles of the Intervention Programs Related to Intelligence and Learning Disorders
 - 2.8.2. Intervention Programs
- 3.5. Evaluation Instruments for Diagnosis in Autism Spectrum Disorders
 - 3.5.1. Introduction to Assessment and Diagnosis of ASD
 - 3.5.2. Main Evaluation Instruments for the Diagnosis of ASD
 - 3.5.3. New Lines of Research
- 3.6. Comorbidity and Differential Diagnosis
 - 3.6.1. Introduction
 - 3.6.2. ASD Comorbidity
 - 3.6.3. ASD Differential Diagnosis
- 3.7. Intervention Method in Clinical Cases in Children and Adolescents With ASD
 - 3.7.1. Introduction to Intervention in ASD
 - 3.7.2. Main Intervention Methodologies
- 3.8. The Role of Early Care
 - 3.8.1. What is Early Care?
 - 3.8.2. Early Care in ASD
- 3.9. Intellectual Deficit and Autism Spectrum Disorders
 - 3.9.1. Introduction to the Concept of Intellectual Deficit
 - 3.9.2. Relationship Between ASD and Intellectual Deficit

Module 3. Autism Spectrum Disorder

- 3.1. History and Evolution of the Autism Spectrum Disorder
 - 3.1.1. Autism Spectrum throughout History
 - 3.1.2. The Autism Spectrum Today
- 3.2. Myths About the Autism Spectrum Disorder
 - 3.2.1. Myths and Stereotypes on ASD
 - 3.2.2. The Truth About ASD
 - 3.2.3. Discrimination to Patients with ASD vs. Patients with Down Syndrome
- 3.3. Etiology and Diagnostic Categorization of Autism Spectrum Disorder
 - 3.3.1. Introduction to Etiology of ASD
 - 3.3.2. Main Theories on the Origin of ASD
 - 3.3.3. Categorization of ASD According to the DSM-5
 - 3.3.4. Positions on DSM-V Categorization
- 3.4. Family Atmosphere in the Psychopathology of the Autism Spectrum: Consequences, Family Adaptation
 - 3.4.1. Introduction to the Role of the Family in the Development of Children with ASD
 - 3.4.2. Protective and Risk Factors in the Family
 - 3.4.3. Consequences in the Family When a Member Has ASD

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*A program adapted to the needs
and demands of specialists like
you and of the profession today”*

04

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. Gérvás, 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

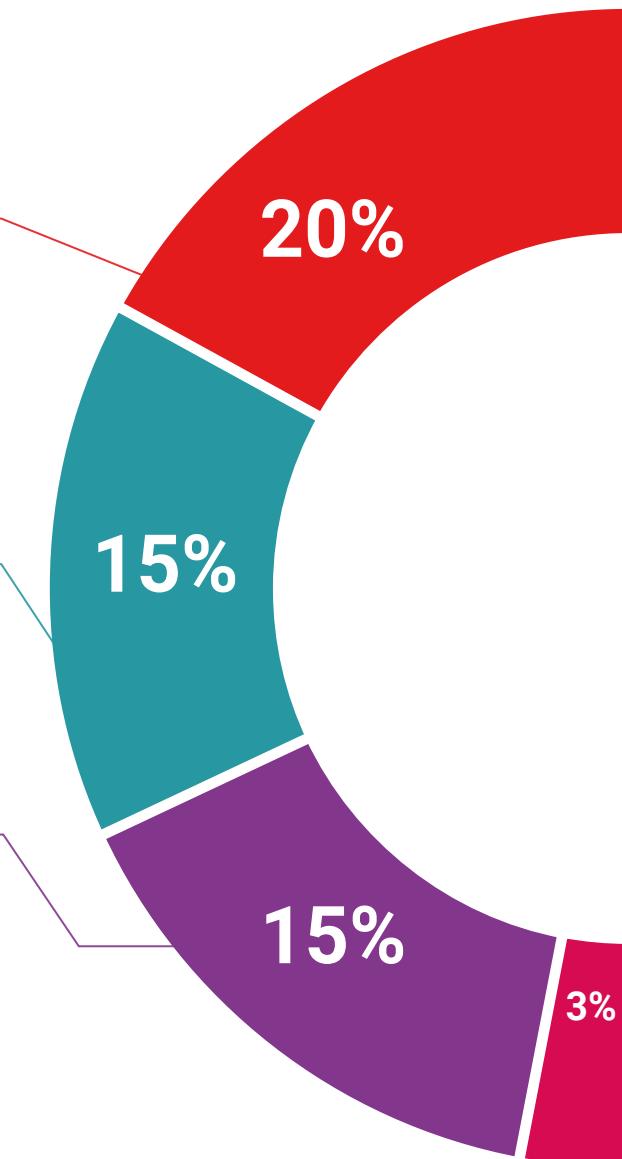
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

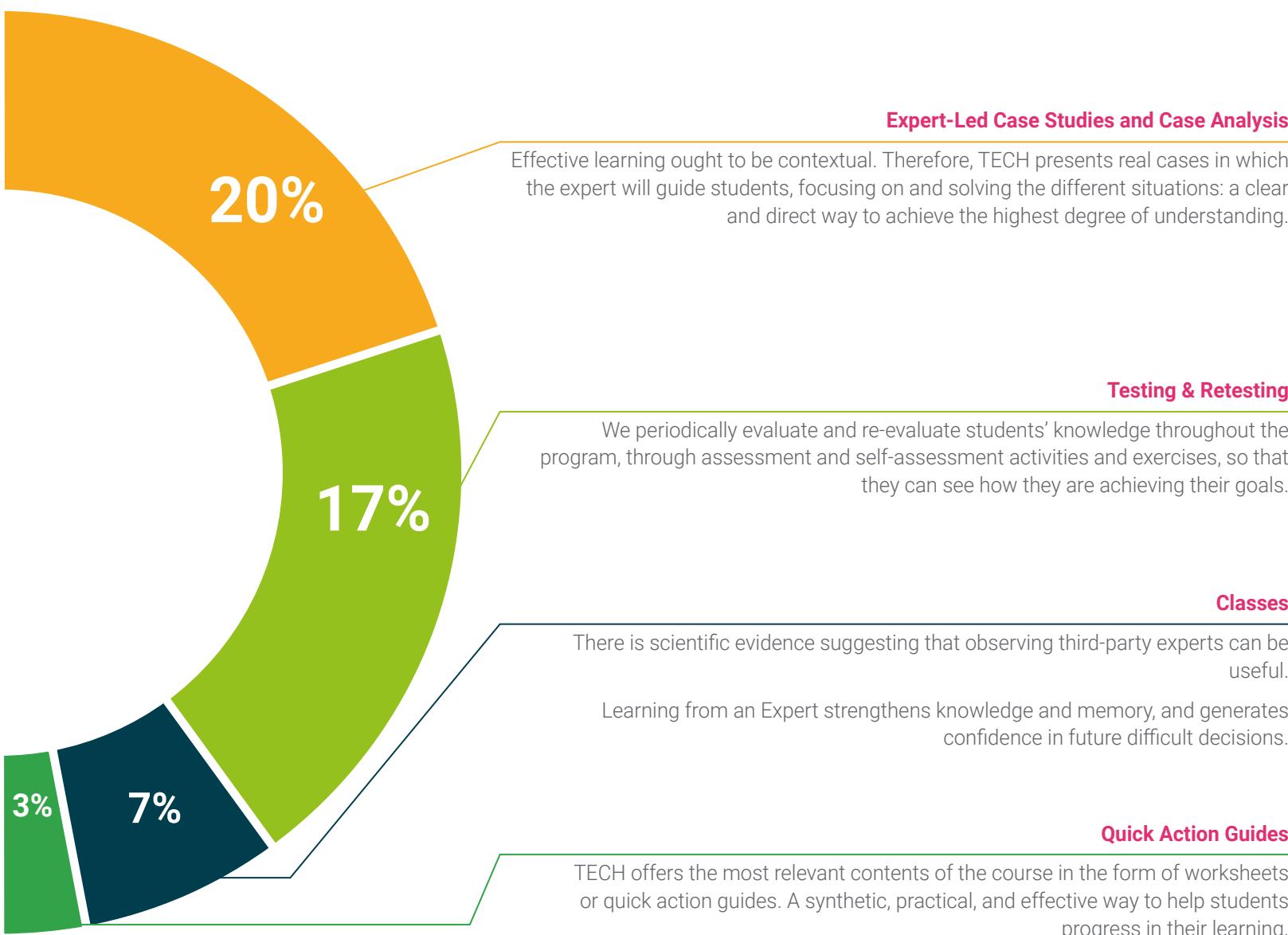
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





05

Certificate

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



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

This private qualification will allow you to obtain a **Postgraduate Diploma in Neurodevelopmental Disorders** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Postgraduate Diploma in Neurodevelopmental Disorders**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



*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 additional cost.



Postgraduate Diploma Neurodevelopmental Disorders

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Postgraduate Diploma

Neurodevelopmental Disorders