Postgraduate Diploma
Neuropsychological Assessment and Intervention

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Postgraduate Diploma
Neuropsychological Assessment and Intervention

- 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-neuropsychological-assessment-intervention

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01

Introduction

Neuropsychology offers the psychology professionals a broader view of the disorders that may be encountered throughout their profession. Knowing and managing the specific work systems of this science will allow you to delve more concretely into each case you address, getting more specific and grounded answers that allow you to develop alternative and cutting-edge intervention plans. This Postgraduate Diploma has been created to give you the possibility of acquiring the ability to intervene from neuropsychology, with the comfort of a flexible but high impact training.

Learn the way of working and understanding neuropsychology and get a plus of quality in your intervention as a psychologist"

This Postgraduate Diploma provides extensive knowledge in advanced models and techniques in Neuropsychological Assessment and Intervention. For this, you will have a teaching faculty that stands out for its extensive professional experience in the different fields in which psychology has developed and in different sectors of the population.

Throughout this program, you will learn the current and newest approaches on this topic. You will learn to evaluate the psychological intervention during its development in order to adapt it to new needs and to critically evaluate it at the end, learning from successes and mistakes.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to develop your passion for learning, helping you to analyze and to develop critical thinking skills.

A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This **Postgraduate Diploma in Neuropsychological Assessment and Intervention** contains the most complete and up-to-date program on the market. The most important features include:

- The development of 100 case studies presented by experts in Neuropsychological Assessment and Intervention
- The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for Psychologist
- New developments and innovations in the different areas of psychology
- Practical exercises where self-assessment can be used to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Special emphasis on cutting-edge 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

An educational program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively".

Personal and professional growth supported by the most innovative e-learning techniques, with the freedom and flexibility you need"

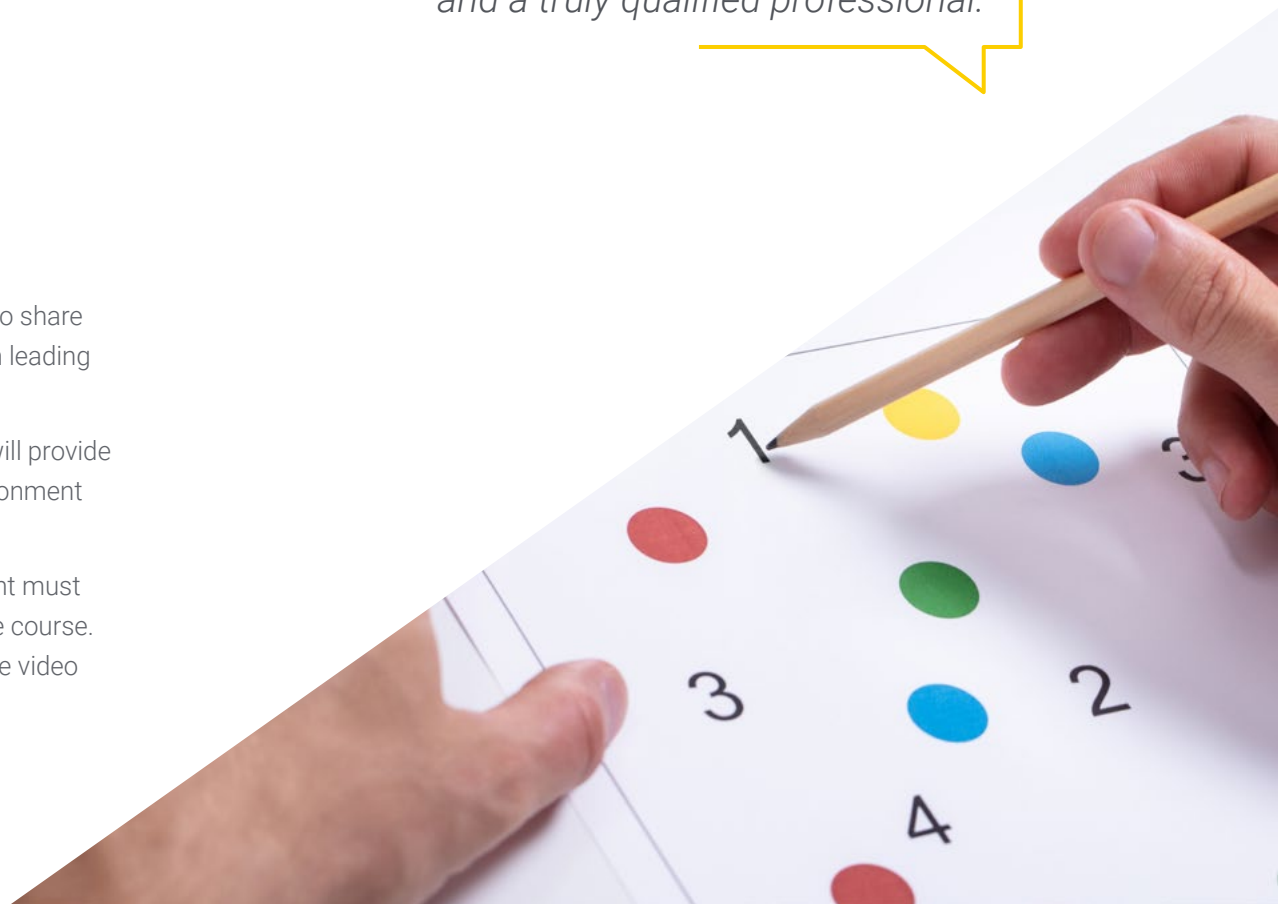
Increase your capacity as a psychologist, updating your knowledge through this Postgraduate Diploma.

This Postgraduate Diploma makes the difference between a professional with a lot of knowledge and a truly qualified professional.

It includes a very broad teaching staff made up of experts in psychology, who share their work experience in this program, as well as recognized specialists from leading communities and prestigious universities.

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 an immersive program designed to learn in real situations.

This program is designed around Problem-Based Learning, where the student must try to solve the different professional practice situations that arise during the course. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced psychology experts.



02

Objectives

The objectives of this program have been established as a guide for the development of all training, with the specific mission of offering the students a very intensive training that really boosts their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.

If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further. This specialization will give your career the boost it needs"

General Objective

- Train professionals qualified for the practice of Neuropsychological Assessment and Intervention who can intervene with real working capacity and with optimal results, supported by the most updated and useful theoretical and practical knowledge for their profession

This Postgraduate Diploma is aimed at all psychologists who want to achieve a high degree of specialization in Neuropsychological Assessment and Intervention sector"

Specific Objectives

- Describe and measure variables (personality, intelligence and other skills, etc.) and cognitive, emotional, psychobiological and behavioral processes
- Identify group and intergroup problems and needs
- Learn to provide feedback to recipients in an appropriate and accurate manner
- Explain human motivations, the biological structures that support them and the psychological mechanisms that organize them
- Explain the relationship between biological functioning and behavior
- Understand terminology from the fields of psychobiology, biology, genetics and ethology in order to acquire these language skills
- Possess critical judgment skills to evaluate processes or situations objectively
- Know and evaluate the main bibliography, both general and specific, related to a problem or object of study
- Learn the interrelationship between behavior and physiological aspects of the human being
- Understand the psychophysiological methods and techniques useful for the diagnosis, evaluation and treatment of physical and psychological disorders
- Analyze the physiological mechanisms of the organism that are linked to the psychological processes that accompany human behavior
- Learn the most important clinical applications (anxiety, stress and psychophysiological disorders, neuropsychological disorders, sexual dysfunctions and detection of deception)
- Describe the basic laws of different psychophysiological processes
- Identify the neurological and endocrine systems involved in cognitive and affective processes
- Analyze and critically judge scientific publications developed from the perspective of psychophysiology
- Make differential diagnoses
- Study the nature of neuropsychological deficits in order to characterize impairments, plan interventions and make expert judgments

- Learn the fundamentals of neuropsychological assessment, processes and phases of neuropsychological assessment, to know and better understand the relationships between cognitive and behavioral dysfunctions and brain alterations
- Understand the different procedures and tools for assessment, correction, interpretation, neuropsychological diagnosis and reporting
- Carry out the design of a psychological evaluation appropriate to the characteristics of the target audience
- Know, understand and know how to apply the characteristics, functions, contributions and limitations of the different theoretical models of psychology
- Know, understand and apply the principles, processes and main stages of psychological development throughout the life cycle, both in its aspects of normality and abnormality
- Know, understand and apply the biological foundations of human behavior and psychological functions
- Be able to analyze and identify needs and demands of the recipients of psychological intervention in different contexts (personal, group, institutional or social)
- Plan the psychological intervention in a coherent way and be able to implement it with the strategies of this field of knowledge (prevention, treatment, rehabilitation, insertion, accompaniment). Adequately handle the interview technique by applying it to the different contexts of psychological counseling, advice, negotiation, mediation, rehabilitation and any other context of intervention specific to the profession
- Evaluate the psychological intervention in its development to adapt it to new needs and critically assess it at the end, learning from successes and mistakes
- Be familiar with the tests and instruments that psychology provides us with. Learn how to select and administer the tests or instruments according to the psychological intervention and the person, group or organization to which it is addressed
- Be able to elaborate oral and written reports appropriate to the addressees, specialists or clients, specific to psychology
- Be able to diagnose according to the criteria of the psychological profession
- Understand how to involve the addressees of the psychological intervention
- Know how to apply techniques, strategies and methods of direct and indirect psychological intervention
- Promote health and quality of life, through the profession's own methods, in individuals, groups, communities and organizations in different areas and contexts: educational, clinical and health, work and organizations, group and community
- Be able to adapt the new solvent researches, especially those coming from the psychological discipline itself, to the professional activity adequately
- Be able to conduct action research in psychological intervention

03

Structure and Content

The contents of this complete training have been developed by the most competent professionals in this sector, with a high quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.

This Online Postgraduate Diploma in Neuropsychological Assessment and Intervention contains the most complete and updated scientific program on the market"

Module 1. Neuroscience

1.1. The Nervous System and Neurons
- 1.1.1. The Formation of the Nervous System
- 1.1.2. Types of Neurons

1.2. Neurobiological Principles of the Brain
- 1.2.1. Brain Hemispheres and Lobes
- 1.2.2. Localizationism vs Brain Functionalism

1.3. Genetics and Neurodevelopment
- 1.3.1. Undifferentiated Neurons
- 1.3.2. Programmed Neuronal Death

1.4. Myelination
- 1.4.1. Inter-Neuronal Electrical Communication
- 1.4.2. Role of Myelin in Neurons

1.5. Brain Neurochemistry
- 1.5.1. Interneuronal Chemical Communication
- 1.5.2. Neurohormones and Their Functions

1.6. Plasticity and Brain Development
- 1.6.1. Age vs Neuronal Plasticity
- 1.6.2. Neurodevelopment

1.7. Hemispheric Differences
- 1.7.1. Right Brain
- 1.7.2. Left Brain

1.8. Interhemispheric Connectivity
- 1.8.1. White Matter
- 1.8.2. Differences Between Genders

1.9. Localizationism Functionalism
- 1.9.1. Hemispheric Functions
- 1.9.2. New Localizationism

1.10. Invasive vs Non-Invasive Techniques for Studying the Brain
- 1.10.1. Invasive Techniques
- 1.10.2. Non-Invasive Techniques

Module 2. Psychophysiology

2.1. Introduction to Psychophysiology
- 2.1.1. Definition and Characteristics of Psychophysiology
- 2.1.2. Basic Notions on Bioelectrical Signals
- 2.1.3. Recording and Analysis of Signals in Psychophysiology

2.2. Neuroimaging Techniques
- 2.2.1. Origin of EEG Signal
- 2.2.2. Mounting of Electrodes According to the International 10-20 System
- 2.2.3. Brain Activity and Frequency Analysis
- 2.2.4. Time Analysis (brain activity related to discrete events-PRADs or event-related potentials)
- 2.2.5. Exogenous, Mesogenic and Endogenous components
- 2.2.6. Positron Emission Tomography (TEP)
- 2.2.7. Technical Basis and Applications of PET
- 2.2.5. Technical Bases of Magnetic Resonance Imaging
- 2.2.6. Anatomical and Functional Magnetic Resonance Imaging

2.3. Nervous System
- 2.3.1. Striated Musculature: Recording and Analysis
- 2.3.2. Electrooculogram (EOG) Recording and Analysis
- 2.3.3. Electromyogram (EMG) Recording and Analysis
- 2.3.4. Recording and Analysis of Respiratory Activity
- 2.3.5. Autonomic Nervous System: Features
- 2.3.6. Electrodermal Skin Activity, Recording and Analysis
- 2.3.7. Cardiovascular Activity, Physiological Aspects and Recordings

2.4. Psychophysiology of Attention
- 2.4.1. Passive or automatic attention: the orienting response (RO)
- 2.4.2. Peripheral changes associated with the RO, components of PRADs related to passive attention: N1, MMN and P3a
- 2.4.3. Selective Attention: expectancy-related selective attention, E1-E2 task, peripheral changes and Contingent Negative Variation

2.5. Psychophysiology of Executive Functions
- 2.5.1. Definition and Models
- 2.5.2. Biological Principles of Executive Functions
- 2.5.3. Inhibition - Psychophysiology and Neuroimaging
- 2.5.4. Working Memory - psychophysiology and neuroimaging
- 2.5.5. Mental Flexibility - psychophysiology and neuroimaging

2.6. Psychophysiology of Memory
- 2.6.1. Neurophysiological Basis of Short-Term and Working Memory
- 2.6.2. Consolidation of Long-Term Information, Neurophysiological Basis
- 2.6.3. Neurological Bases of Long-Term Memory Systems: episodic, semantic and procedural memory

2.7. Psychophysiology of Language
- 2.7.1. Neurological Basis of Language: lateralization, aphasias, neurological basis of reading
- 2.7.2. Peripheral Psychophysiological Measures for the Study of Language Processing: recording of eye movements
- 2.7.3. Visual Word Recognition: reflexes in PRADs
- 2.7.4. Sentence Comprehension: reflex in the PRADs

2.8. Affective Psychophysiology
- 2.8.1. Introduction
- 2.8.2. The Discrete Model, Basic Emotions and their Facial Expression The Dimensional Approach: valence and arousal
- 2.8.3. Peripheral Physiological Responses and Dimensions of Valence and Arousal
- 2.8.4. Brain activity in emotional processing: brain circuits of emotions
- 2.8.5. Hemispheric asymmetry in emotional processing

2.9. Psychophysiology of Stress and Anxiety
- 2.9.1. Basic Concepts of Stress
- 2.9.2. Effect of stress on the endocrine systems
- 2.9.3. Effect of stress on the immune system: changes in the immune system during chronic stress
- 2.9.4. Effects of stress at the physiological level
- 2.9.5. Effects of stress on cognitive processing
- 2.9.6. Psychophysiology of Anxiety
- 2.9.7. Epidemiology, clinical, categories of anxiety
- 2.9.8. Peripheral physiological activation
- 2.9.9. Endocrine activity: the Hypothalamus-Pituitary-Adrenal axis
- 2.9.10. Attentional Biases
- 2.9.11. Brain activity in the anxiety response

2.10. Psychophysiology of depression and psychophysiology of schizophrenia
- 2.10.1. Psychophysiology of Depression
- 2.10.2. Hypotheses about the pathophysiological mechanisms
- 2.10.3. Brain and peripheral activity in depression
- 2.10.4. Psychophysiology of Schizophrenia
- 2.10.5. Epidemiology, clinical and symptoms of schizophrenia
- 2.10.6. The dopaminergic system and its link to schizophrenia
- 2.10.7. Alterations in psychophysiological and neuroimaging responses

Module 3. Neuropsychological Assessment

3.1. Theoretical Foundations of Neuropsychological Assessment
- 3.1.1. Definition and objectives of neuropsychological assessment
- 3.1.2. Contents of the Neuropsychological Evaluation
- 3.1.3. Approach to the neuropsychological assessment process
- 3.1.4. Generalities of the neuropsychological evaluation process

3.2. Anamnesis or Medical History
- 3.2.1. Introduction and Role of the Clinical History
- 3.2.2. Compilation of Clinical History
- 3.2.3. History Content

3.3. Clinical Interview and Behavioral Observation
- 3.3.1. Clinical Interview
- 3.3.2. Behavioral observation
- 3.3.3. Conclusions

3.4. Essential Elements of Selection, Administration and Proofreading
- 3.4.1. Optimization of performance, motivation and alertness
- 3.4.2. Record Keeping and Note Taking
- 3.4.3. Test Standards Procedures
- 3.4.4. Proofreading
- 3.4.5. Levels of interpretation of neuropsychological tests

3.5. Special Populations in Neuropsychological Evaluation
- 3.5.1. Input and output channels: application of tests to patients with visual or hearing impairments
- 3.5.2. Application of Tests to Patients with Aphasia
- 3.5.3. Application of Tests to Patients with Motor Impairment
- 3.5.4. Bilingualism and cultural aspects
- 3.5.5. Child Neuropsychological Evaluations
- 3.5.6. Geroneuropsychology
- 3.5.7. Psychiatric Behaviours
- 3.5.8. Forensics Neuropsychological Evaluations

3.6. Neuropsychological report writing
- 3.6.1. Introduction
- 3.6.2. Guidelines for the correct drafting of a neuropsychological report
- 3.6.3. Organisation of a Neuropsychological Report

3.7. Instruments for the assessment of general intelligence or cognitive ability
- 3.7.1. Wechsler Scale
- 3.7.2. Reynolds Scales
- 3.7.3. Kauffman Scales
- 3.7.4. Stanford-Binet Scales
- 3.7.5. Raven Scales

3.8. Instruments for care assessment
- 3.8.1. Color Trail Test
- 3.8.2. Trail-Making Test
- 3.8.3. Conners continuous performance test
- 3.8.4. Digit Spam
- 3.8.5. Face Difference Perception Test
- 3.8.6. Attention and concentration capacity test d2
- 3.8.7. 5-digit test FDT
- 3.8.8. Figure matching test MFF-20

3.9. Instruments for the assessment of executive functions
- 3.9.1. Behavioural assessment of the disexecutive syndrome BADS
- 3.9.2. Tower of Hanoi/Seville, Ring Test, Tower of London, and Mexico Pyramid
- 3.9.3. Stroop Color and Word Test
- 3.9.4. Neuropsychological Evaluation of Executive Functions in Children ENFEN
- 3.9.5. Wisconsin Card Sorting Test
- 3.9.6. Porteus Maze Test

3.10. Learning and memory assessment instruments
- 3.10.1. California Verbal Learning Test (CVLT)
- 3.10.2. Weschler-iv memory scales
- 3.10.3. Spain-Complutense Verbal Learning Test TAVEC and TAVECI
- 3.10.4. TOMAL Memory and Learning Test
- 3.10.5. Immediate and delayed reproduction test of the figure of King Osterrieth

Module 4. Psychopharmacology

4.1. Psychopharmacology in Clinical Psychology
- 4.1.1. Multidisciplinary Approach Evidence-based medicine and psychology
- 4.1.2. Professional Ethics
- 4.1.3. Biases in Psychopharmacology
- 4.1.4. Selection criteria and timing
- 4.1.5. Recommendations

4.2. Basic Principles and Concepts of Pharmacology and Pharmacokinetics
- 4.2.1. Introduction
- 4.2.2. Some Pharmacology Concepts
- 4.2.3. Pharmacokinetics

4.3. Principles of Neurotransmission and Pharmacodynamics
- 4.3.1. Pharmacodynamics
- 4.3.2. Receptors
- 4.3.3. Principles of Neurotransmission
- 4.3.4. Nerve Impulse Transmission
- 4.3.5. Signal Transduction Cascade
- 4.3.6. Regulation of Gene Expression

4.4. Antidepressants I
- 4.4.1. Symptoms of Depression
- 4.4.2. Hypothesis on the Biochemical Origin of Depression
- 4.4.3. Selective Serotonin Reuptake Inhibitors (SSRIs)
- 4.4.4. Partial Antagonists/Serotonin Reuptake Inhibitors (APIRS) (Vilazodone)
- 4.4.5. Serotonin-Noradrenaline Reuptake Inhibitors (SNRIs)
- 4.4.6. Noradrenaline-Dopamine Reuptake Inhibitors (NADRIs)(Bupropion)
- 4.4.7. Selective Noradrenaline Reuptake Inhibitors (SNRIs)
- 4.4.8. Serotonergic Reuptake Inhibitors/Serotonergic Antagonists (SRIs)
- 4.4.9. Tricyclic Antidepressants

4.5. Antidepressants II and Mood Stabilizers
- 4.5.1. Monoamine Oxidase Inhibitors (MAOIs)
- 4.5.2. Agomelatine
- 4.5.3. Alpha-2 Antagonists
- 4.5.4. Bipolar Disorder
- 4.5.5. Mood Stabilizers
- 4.5.6. Choice of Treatment

4.6. Anxiety disorders and Anxiolytics
- 4.6.1. Symptoms of Anxiety
- 4.6.2. GABAergic System
- 4.6.3. Active ingredients
- 4.6.4. Pharmacological Treatment of Anxiety Disorders
- 4.6.5. Pharmacotherapy, Psychotherapy and Combined Therapy

4.7. Sleep and Wakefulness Disorders
- 4.7.1. Introduction
- 4.7.2. The neurobiology of sleep and wakefulness
- 4.7.3. Active ingredients
- 4.7.4. Insomnia
- 4.7.5. Hypersomnia

4.8. Antipsychotics
- 4.8.1. Psychotic Symptoms
- 4.8.2. Neurotransmitters and Circuits in Schizophrenia
- 4.8.3. Conventional Antipsychotics
- 4.8.4. Atypical Antipsychotics
- 4.8.5. Relationship Between Mechanism of Action and Clinical Indications

4.9. Attention Deficit Hyperactivity Disorder (ADHD)
- 4.9.1. Neuroscientific basis of the symptomatology of attention deficit hyperactivity disorder (ADHD)
- 4.9.2. Active ingredients
- 4.9.3. Pharmacological Treatment of ADHD with Stimulants
- 4.9.4. Pharmacological Treatment of ADHD with Noradrenergics
- 4.9.5. Bibliographical References

4.10. Impulsivity, Compulsivity and Addiction
- 4.10.1. Involvement of Mesolimbic Pathways in Learning
- 4.10.2. Involvement of Mesolimbic Pathways in Impulsivity and Compulsivity
- 4.10.3. Substance Addictions
- 4.10.4. Obsessive Compulsive Disorder

4.11. Neurocognitive Disorders
- 4.11.1. Classification of Neurocognitive Disorders (NCD)
- 4.11.2. Pathophysiology of AD: the amyloid cascade
- 4.11.3. Evolution of AD
- 4.11.4. EA Treatment

4.12. Other Disorders
- 4.12.1. Pain Pathways
- 4.12.2. Neuropathic Pain
- 4.12.3. Substance Addictions
- 4.12.4. Obsessive Compulsive Disorder

04

Methodology

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

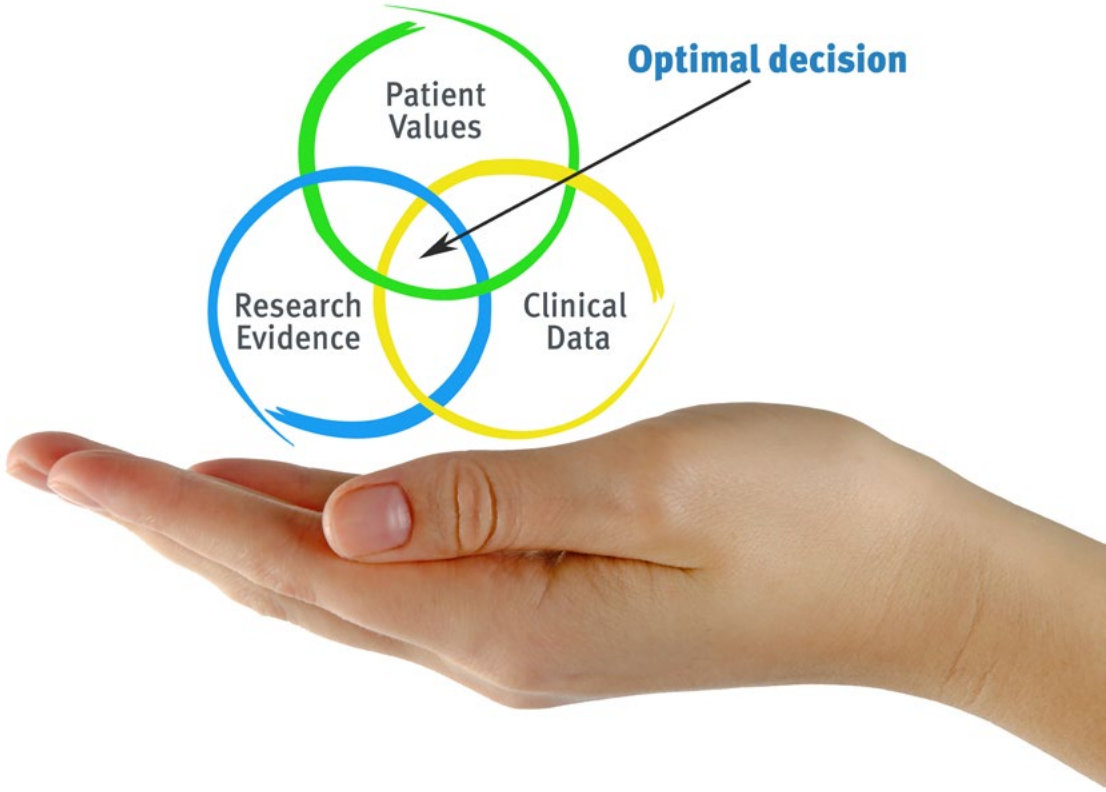
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

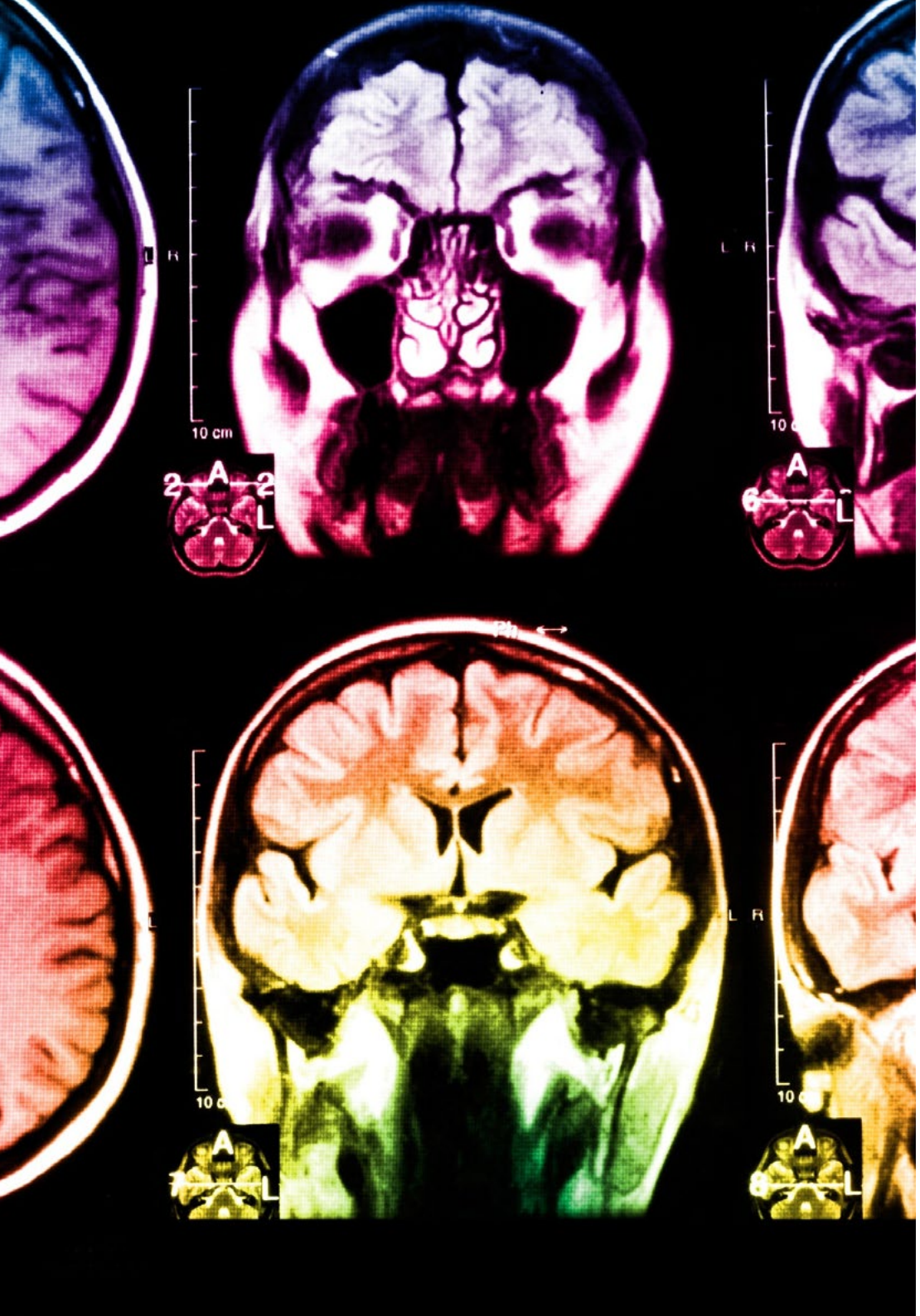
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate 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.

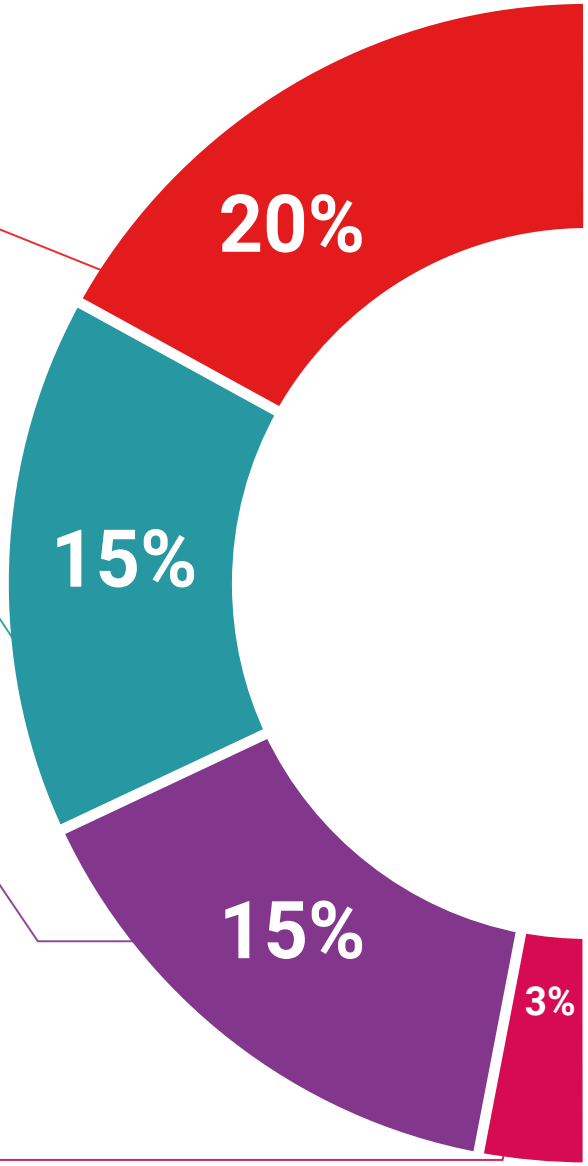
Interactive Summaries

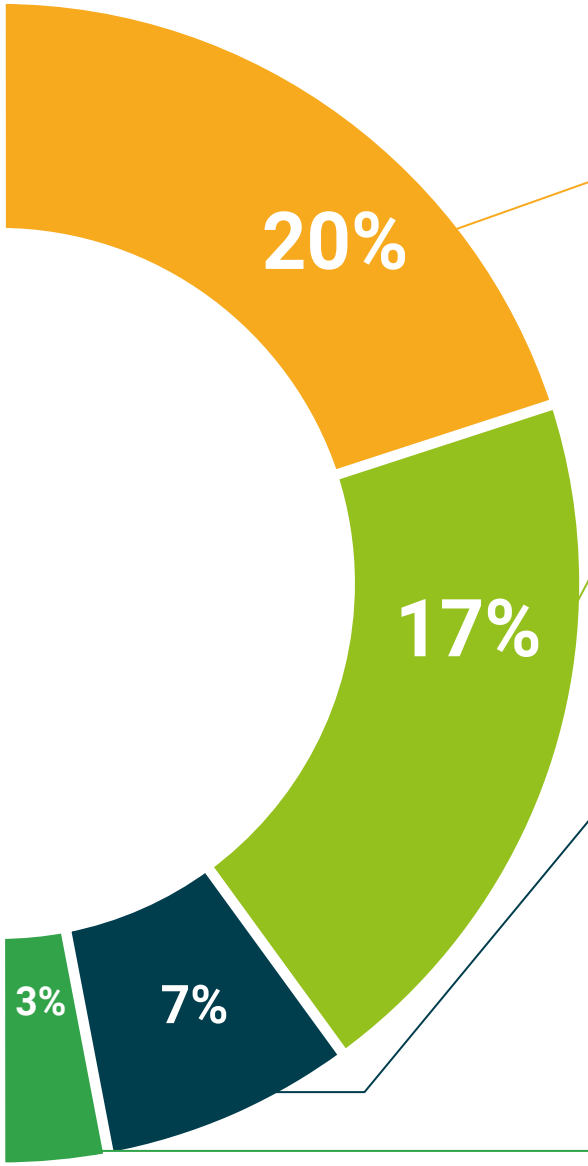
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Neuropsychological Assessment and Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

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

This **Postgraduate Diploma in Neuropsychological Assessment and Intervention** 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 career evaluation committees.

Title: **Postgraduate Diploma in Neuropsychological Assessment and Intervention**

Official N° of Hours: **600 h.**


tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Neuropsychological Assessment and Intervention

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

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 EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

tech technological university

Postgraduate Diploma
Neuropsychological Assessment and Intervention

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

Postgraduate Diploma
Neuropsychological Assessment and Intervention

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