

# Postgraduate Diploma

Psychopharmacological Interaction  
and Child and Adolescent  
Psychotherapy



## Postgraduate Diploma Psychopharmacological Interaction and Child and Adolescent Psychotherapy

Course Modality: **Online**

Duration: **6 months.**

Certificate: **TECH - Technological University**

**16 ECTS Credits**

Teaching Hours: **400 hours**

Website: [www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychopharmacological-interaction-child-adolescent-psychotherapy](http://www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychopharmacological-interaction-child-adolescent-psychotherapy)

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# 01

# Introduction

Epidemiological studies indicate that around 18% (12-22%) of the population under 18 years of age has a mental illness, yet only 10% of these children and adolescents consult a specialist. However, this population is currently taking more psychotropic drugs than in the last fifteen years.





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*We are faced with children and adults who can't control their behavior due to factors outside of their control, which prevent them from managing their behavior and as a result, prevents them from having a good relationship with those around them”*

There are several reasons for this increase, of which the most important are scientific advances, as well as the changes in attitudes towards the mental health of children and adolescents, from parents, educators and the population as a whole.

This Postgraduate Diploma is unique because, in addition to providing information about the medication that children and adolescents take today and the relationship that the psychologist must achieve in this intervention, it also covers the fundamental aspects such as the informed consent regulated in RD 223/2004 in article 7. From our experience we know that the therapist's personal skills are crucial. That's why this syllabus includes multiple strategies and skills to achieve an effective bond both in the evaluation and diagnosis, as well as in the psychopharmacological intervention with this type of patient.

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

- ♦ Clinical cases presented by experts in the different specialties. The graphic, schematic, and eminently practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ The latest diagnostic and therapeutic information on Psychopharmacological Interaction and Child and Adolescent Psychotherapy.
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations.
- ♦ With special emphasis on evidence-based psychology and research methodologies in psychology.
- ♦ All of this will be 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.



*This Postgraduate Diploma in the Psychopharmacological Interaction and Child and Adolescent Psychotherapy contains the most complete and up-to-date scientific program on the market"*

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*This Postgraduate Diploma may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Psychopharmacological Interaction and Child and Adolescent Psychotherapy, you will obtain a Postgraduate Diploma from TECH Technological University"*

*Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.*

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 an 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 course. 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 principal objective of the program is the development of both theoretical and practical learning, so that the professional can master, in a practical and rigorous way, the study of psychopharmacological interaction and child and adolescent psychotherapy.







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*This refresher program will generate a sense of confidence when practising psychology which will help you grow both personally and professionally”*



## General Objectives

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- ♦ Master psychodiagnosis and evaluation in the child and adolescent framework.
- ♦ Master the technique for interviewing a child or adolescent.
- ♦ Master the personality evaluation of these age groups.
- ♦ Identify the role of the family in child and adolescent diagnosis.
- ♦ Describe the intervention of clinical psychology in these age groups.
- ♦ Develop sufficient skills to manage a child and adolescent clinic with psychotropic drugs.



## Specific Objectives

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- ♦ Develop knowledge of different mental disorders and behavioural or emotional abnormalities.
- ♦ Make a realistic prognosis of the child's or adolescent's situation as part of the differential diagnosis.
- ♦ Master current clinical management of psychotropic drug interaction.
- ♦ Develop protocols and tools that allow for intervention with psychotherapy-drug safeguards.
- ♦ Understand the different masks used and atypical ways the illness can present itself in children and adolescents.
- ♦ Provide knowledge and skills that help to avoid iatrogenic involvement with the use of drugs.
- ♦ Develop sufficient tools for the patient to identify the therapist as a being in a position of authority.
- ♦ Control the intervention by adapting it to the patient's profile.
- ♦ Define the labyrinths specific to each disorder with their unknowns and difficulties.
- ♦ Learn how to provide real and legitimate hope to the patient and all those around them.
- ♦ Learn how to design an intervention from the creativity and experience as a clinician, adapting to what is happening at each moment.



“*Make the most of the opportunity and take the step to get up to date on the latest developments in the Psychopharmacological Interaction and Child and Adolescent Psychotherapy*”

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.

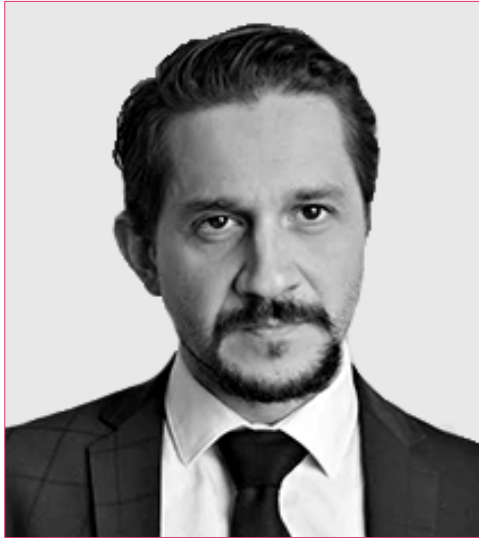




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*Learn the latest advances in  
Psychopharmacological Interaction and Child  
and Adolescent Psychotherapy from leading  
professionals"*

## Management



### Fernández Sánchez, Angel

- ♦ European specialist psychologist in Psychotherapy from the EFPA.
- ♦ Health Psychologist
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Director of the Evaluation and Psychotherapy Center of Madrid
- ♦ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP. Author of the T.E.N. technique.
- ♦ Head of studies on the TECH Master's Degree in Time-Limited Psychotherapy and Health clinica
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Specialist in Child and Adolescent Intervention.

## Coordinator

### Aguado Romo, Roberto

- ♦ European Specialist in Psychotherapy by the EFPA, President of the European Institute for Time Limited Psychotherapy.
- ♦ Author with Patents in Psychotherapy Models and Techniques including. Director of the Evaluation and Psychotherapy Center of Talavera, Bilbao and Madrid. Director of the scientific journal Psinapsis. Master's Degree in Clinical and Health Psychology.
- ♦ Postgraduate Degree in Psychosomatic Medicine and Health Psychology. Tutor of Basic Psychology Course at National Distance Education University (UNED).

## Professors

### Arriero, Esther

- ♦ European specialist psychologist in Psychotherapy for the EFPA in the CEP Health Center of Talavera de la Reina.
- ♦ Health Psychologist Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Specialist in Adult Therapy. Specialist in interventions with chronic patients.

### Benito de Benito, Luis. M.D.

- ♦ Medical Specialist of the digestive system.
- ♦ Physician Hospital San Chinarro and specialist in Endoscopy
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Lecturer at Navarra University

**Cuesta, José María**

- ♦ European specialist psychologist in Psychotherapy for the EFPA in the CEP Health Center in Talavera de la Reina.
- ♦ Expert in psychological intervention of chronic illnesses.
- ♦ Psychologist of the Alzheimer's Association
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology

**Espinoza, Oscar. M.D.**

- ♦ Medical specialist in Psychiatry and Pediatrics
- ♦ Director of the Psychopharmacology Unit of the CEP.
- ♦ Head of the public health service in the southern district of Madrid
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology

**Fernandez, Inmaculada**

- ♦ Doctor in Psychology from the University of Almeria
- ♦ Psychologist specializing in Clinical Psychology
- ♦ Head of the Department of Neuropsychology, University of Almeria
- ♦ Expert in Cognitive Therapy based on Mindfulness
- ♦ Expert in Time Limited Psychotherapy

**Furelos, Maribel**

- ♦ Psychologist specializing in Clinical Psychology
- ♦ Sexologist in Osakidetza at the Santurce outpatient clinic
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology

**Gandarias, Gorka**

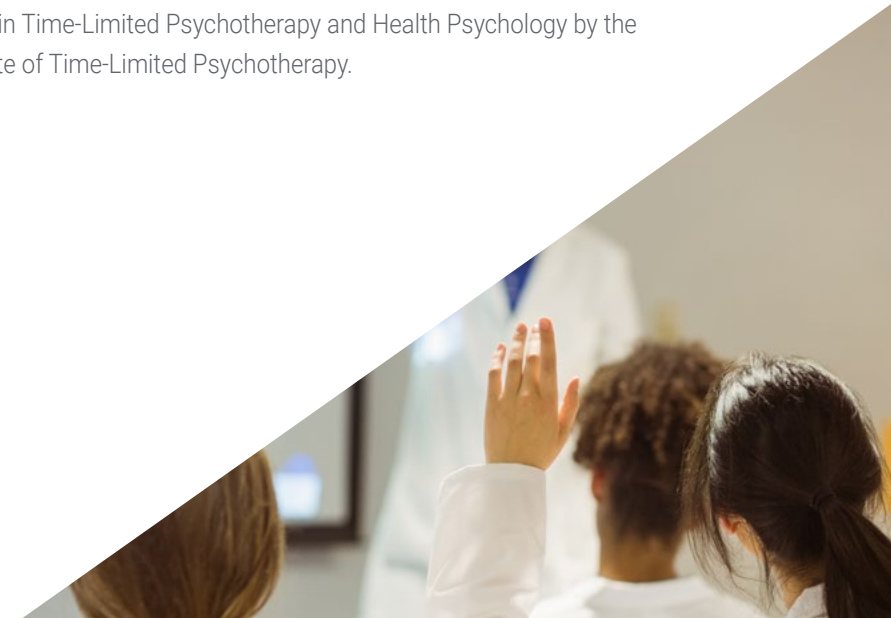
- ♦ Health Psychologist
- ♦ European specialist psychologist in Psychotherapy from the EFPA in Vitoria (Spain)
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in intervention in bizarre behavior and drug addiction.

**Gascón, Laura**

- ♦ European specialist psychologist in Psychotherapy for the EFPA in the CEP Health Center in Talavera de la Reina.
- ♦ Specialist in Forensic and Legal Psychology
- ♦ Court Psychologist
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in Adult Psychotherapy.

**González, Mónica**

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology in 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.



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.







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*This Postgraduate Diploma in Psychopharmacological Interaction and Child and Adolescent Psychotherapy contains the most complete and up-to-date scientific program on the market”*

## Module 1. Psychopathology in Childhood and Adolescence

- 1.1. Child and Adolescent Psychic Structure - Part 1.
- 1.2. Child and Adolescent Psychic Structure - Part 2.
- 1.3. Neurodevelopment Disorders.
  - 1.3.1. Intellectual Disability.
  - 1.3.2. Autism Spectrum Disorder.
  - 1.3.3. Attention Deficit and Hyperactivity Disorder.
  - 1.3.4. Learning Difficulties Disorder.
  - 1.3.5. Language Disorder.
  - 1.3.6. Motor Disorders.
  - 1.3.7. Tic Disorders.
- 1.4. Psychotic Disorders.
  - 1.4.1. Delirious Disorders.
  - 1.4.2. Brief Psychotic Disorder.
  - 1.4.3. Schizophrenia.
  - 1.4.4. Schizoaffective Disorder.
- 1.5. Cyclothymic and Bipolar Disorder.
- 1.6. Major Depressive Disorder.
  - 1.6.1. Sever Depression.
  - 1.6.2. Dysthymia.
  - 1.6.3. Premenstrual Dysphoric Disorder.
- 1.7. Anxiety Disorders
  - 1.7.1. Separation Anxiety Disorder.
  - 1.7.2. Mutism.
  - 1.7.3. Specific Phobia.
  - 1.7.4. Social Anxiety Disorder.
  - 1.7.5. Panic Attacks.
  - 1.7.6. Agoraphobia.
  - 1.7.7. Generalized Anxiety Disorder.
  - 1.7.8. Substance-Induced Anxiety Disorders.



**Module 2. Psychopathology in Childhood and Adolescence II**

- 2.1. Obsessive Compulsive Disorder.
- 2.2. Trauma and Stress-Related Disorders.
- 2.3. Dissociative Disorders.
- 2.4. Somatic Symptom Disorders.
- 2.5. Eating and Food Intake Disorders.
- 2.6. Excretory Disorders.
- 2.7. Sleep-Wake Disorders.
- 2.8. Gender Dysphoria.
- 2.9. Impulse-Control and Behavior Disorders.
- 2.10. Substance Abuse and Addictive Disorders.

**Module 3. Intervention from the Psychology Clinic in Childhood and Adolescence Disorders**

- 3.1. Behavior Modification Techniques.
  - 3.1.1. Use of Praise.
  - 3.1.2. Use of Ignoring Certain Behaviors.
  - 3.1.3. The Broken Record Technique.
- 3.2. Praise Appropriate Behavior.
- 3.3. Token Economy.
- 3.4. Functional Analysis.
- 3.5. Systemic Therapy.
  - 3.5.1. Managing Resistance.
  - 3.5.2. Clarify and Recap.
  - 3.5.3. Circular Questions.

- 3.6. Family Sculpting.
- 3.7. Narrating Metaphoric Stories.
- 3.8. Prescriptions: Healing Processes.
- 3.9. Original Prescriptions.
- 3.10. Strategic Therapy and Constructivism.
  - 3.10.1. "I don't have to do that."
  - 3.10.2. Worst-Case Scenarios.
  - 3.10.3. Losing Opportunities.
- 3.11. Restructuring.
- 3.12. Use of Resistance.
- 3.13. Paradox.
- 3.14. Time-Limited Psychotherapy.
- 3.15. Meeting and Marking Phase.
- 3.16. Unframing and Displacement Phase.
- 3.17. Restoration and Resolution Phase.



*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.



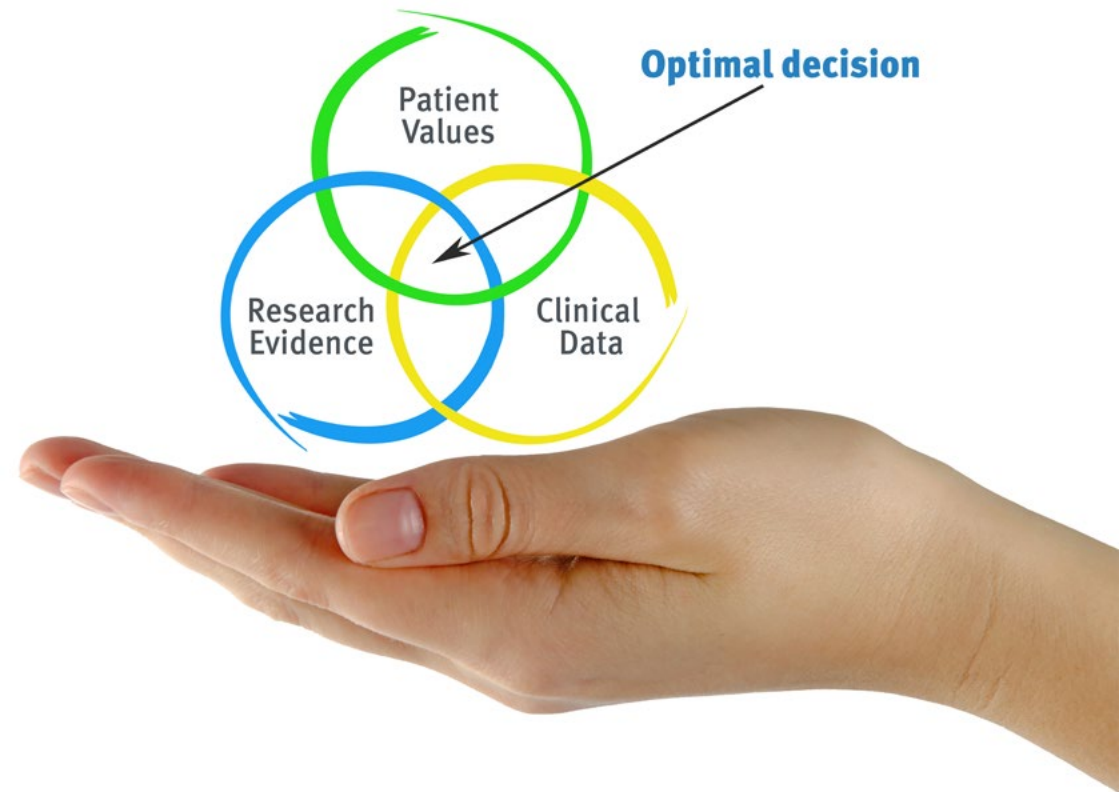
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*Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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 Postgraduate Diploma you will have access to the best educational material, prepared with you in mind:



### Study Material

After a complex production process, we transform the best content into high-quality educational and audiovisual multimedia. We select the best syllabus and make it available to you. Everything you need to acquire in-depth knowledge of a discipline, from A to Z. Lessons written and chosen by specialists in each of the disciplines.



### Surgical techniques and clinical procedures on video

We bring you closer to the newest techniques, to the latest scientific advances, to the forefront of nursing news. 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.



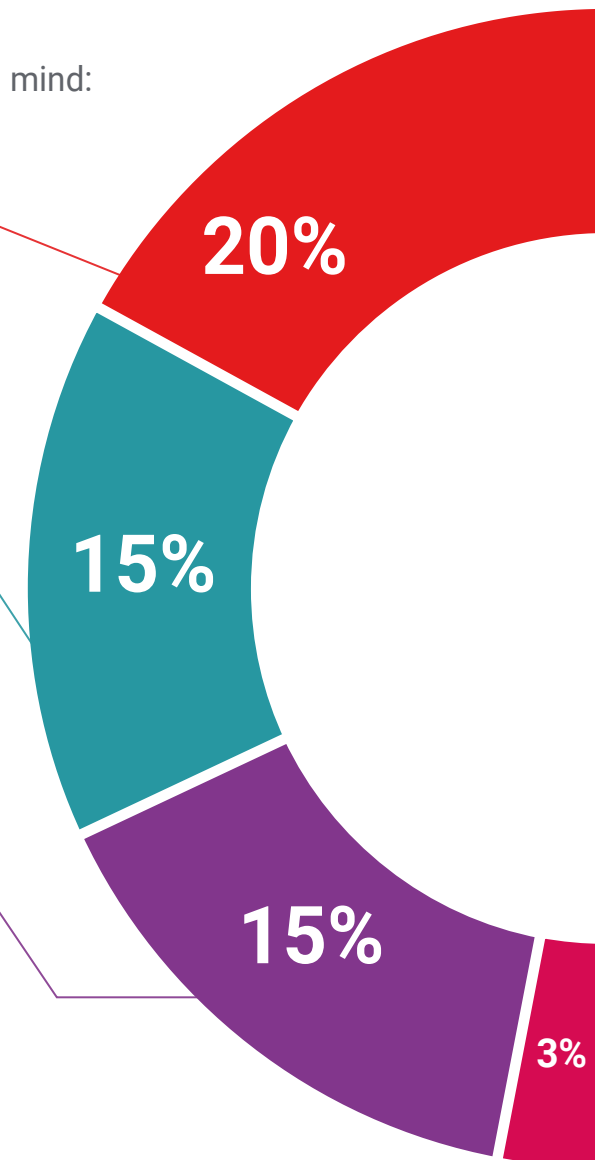
### Interactive Summaries

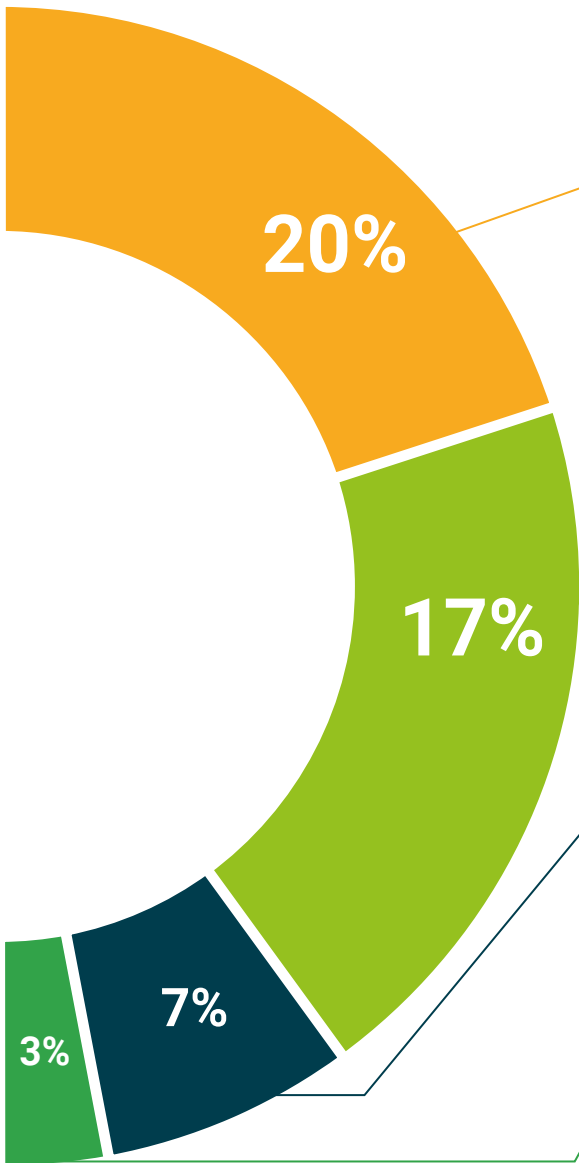
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge. This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



### 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

Through the narratives of expert professionals, it is possible to acquire a high degree of understanding of the most frequent problematic situations. The professional's healthcare practice is not alien to the context in which it takes place. If we want to train ourselves to improve our professional practice, this training must be situated within the context in which it takes place.



#### Testing & Re-testing

We periodically evaluate and re-evaluate your knowledge throughout this program through activities and evaluative exercises.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful. Learning from an expert strengthens knowledge and recall, and generates confidence in our future difficult decisions.



#### Quick Action Guides

One of the most important functions of our team is to select those contents considered essential and present them in the form of worksheets or quick action guides to facilitate their understanding.



06

# Certificate

The Postgraduate Diploma in Psychopharmacological Interaction and Child and Adolescent Psychotherapy guarantees you, in addition to the most rigorous and updated training, access to a Postgraduate Diploma issued by **TECH Technological University**.





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*Successfully complete this training and receive your university qualification without travel or laborious paperwork”*

This Postgraduate Diploma in Psychopharmacological Interaction and Child and Adolescent Psychotherapy contains the most complete and up-to-date scientific program on the market.

After the student has passed the evaluations, 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 job exchanges, competitive examinations and professional career evaluation committees.

Title: Postgraduate Diploma in Psychopharmacological Interaction and Child and Adolescent Psychotherapy

ECTS: 16

Official Number of Hours: 400



\*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.

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education information tutors  
guarantee accreditation teaching



Postgraduate Diploma  
Psychopharmacological  
Interaction and  
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Course Modality: Online

Duration: 6 months.

Certificate: **TECH - Technological  
University**

16 ECTS Credits

Teaching Hours: 400 h.

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