

Master's Degree

Psychological Intervention in Personality Disorders and Psychosis



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Psychological Intervention in Personality Disorders and Psychosis

Course Modality: **Online**

Duration: **12 months**

Certificate: **TECH Global University**

Official N° of hours: **1,500 h.**

Website: www.techtute.com/us/psychology/master-degree/master-psychological-intervention-personality-disorders-psychosis

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01

Introduction

Negative and unrealistic thoughts are one of the main characteristics of patients with personality disorders or psychosis, which interfere negatively in their psychosocial stability and, therefore, in their development and cognitive-behavioral conduct. Thanks to the exhaustive advances that have been made in the psychological field and focused on mental health, today there are specific therapeutic treatments to help alleviate its effects. It is precisely this field that is the focus of the program that TECH has designed as a guide for professionals in psychology to update them on advances in psychosocial assessment and treatment. Through 1,500 hours of diverse material, the graduates will be able to perfect their therapeutic skills through the knowledge of the most innovative strategies for the diagnosis and management of different disorders in a 100% online manner.





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Would you like to implement the most innovative and effective psychosocial strategies for the treatment of personality disorders in your therapeutic practice? Enroll in this Master's Degree and you will achieve it"

Psychotherapy and psychotherapeutic treatments for the management of patients with psychotic and personality disorders have advanced by leaps and bounds in recent years. The fact is that mental health is becoming an increasingly important issue in society, so the resources devoted to research into it have multiplied considerably. Thanks to this, it has been possible to establish new guidelines for diagnosing and treating mental disorders such as psychosis or the different personality disorders that are recognized today, allowing psychology professionals to help their patients and improve their quality of life.

It is precisely in this field that the Master's Degree that TECH and its team of experts have designed to guide these specialists in their update on the most effective strategies and therapeutic techniques for psychopathological control is focused. It is a program consisting of 1,500 hours of diverse material (theoretical, practical and additional) with which the graduate will be able to delve into aspects such as the clinical interview, psychosocial assessment, the use of tests and questionnaires for diagnosis or the most innovative intervention tools. It will also place special emphasis on the characteristics of the different disorders, using real clinical cases as examples for understanding and contextualization.

All this 100% online, through a Virtual Campus compatible with any device with an Internet connection, whether tablet, PC or mobile. But that's not all, since all the content will be available from the beginning of the course and can be downloaded so that the graduate can consult it, even after the course has finished. As a result, by choosing TECH's Master's Degree, you will have a tailor-made and potentially empowering educational experience, which will allow you to make considerable progress in your career as a specialist in psychology.

This **Master's Degree in Psychological Intervention in Personality Disorders and Psychosis** 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 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 device with an Internet connection



A unique educational opportunity to implement the intervention strategies in personality and psychotic disorders from the most relevant models in your professional practice"

“*You will have numerous clinical cases based on real situations so that you can practically apply the therapeutic strategies developed in this Master’s Degree*”

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.

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 education programmed to learn in real situations.

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

You will work on mediation, arbitration and neutral assessment, so that you can always intervene in a consistent manner and based on the recommended therapeutic strategies.

In psychology, emotional management is fundamental. For that reason, TECH's team of experts has selected the best content for you to work on perfecting your management.



02

Objectives

Given the high degree of specialization that psychology professionals must have in order to conscientiously manage patients suffering from personality disorders or those related to psychotic conditions, TECH has developed a program that will allow them to get up to date in this field in an exhaustive manner. Therefore, the objective of this Master's Degree is to provide you with all the information you need to implement in your practice the most innovative and effective therapeutic strategies, as well as the most effective psychosocial assessment and diagnostic techniques in the mental health field.



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Whatever your goals are, TECH will provide you with everything you need to achieve and surpass them in just 12 months of training of the highest educational quality”



General objectives

- ♦ Describe the fundamentals of psychodiagnosis of psychotic disorders and personality disorders
- ♦ Perform differential diagnosis between personality disorders and psychotic disorders
- ♦ Describe the various subspecialties in the field of psychosis and personality testing
- ♦ Manage the current knowledge of drugs used in psychiatry and neurology
- ♦ Train the graduate to achieve the therapist-patient-medication bond
- ♦ Identify the absorption properties of medication
- ♦ 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 physician-psychologist interaction in family intervention
- ♦ Train the professional on 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 perform a rigorous psychopathological study
- ♦ Use decision trees to permanently perform 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

Module 1. Psychosocial Assessment in Psychotic and Personality Disorders

- ♦ Manage the clinical practice stage of the patient, as well as to provide the necessary skills to work multidisciplinary
- ♦ Identify and make decisions about patients taking into account the social and emotional fabric in which they find themselves
- ♦ Master the course within a framework of intervention in psychotic disorders and personality disorders

Module 2. The Clinical Interview with the Psychotic Patient and Personality Disorders

- ♦ Performing and adapting intervention protocols psychological within an interdisciplinary framework
- ♦ Addressing the clinical use of the drug
- ♦ Manage the dynamics of therapeutic time

Module 3. Questionnaires and Tests Used in the Diagnosis of Psychosis and Personality Disorders

- ♦ Employ knowledge about the side effects of drugs so that they do not disable psychotherapy intervention with psychotic disorders
- ♦ Management of emotional crises with psychotropic drugs in these diseases
- ♦ Master the tools of evaluation and intervention using all the intervention indicators

Module 4. Psychotic Psychopathology

- ♦ Identify and use information from social and family agents
- ♦ 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

Module 5. Personality Disorders and Associated Pathologies

- ♦ 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

Module 6. Intervention in Personality and Psychotic Disorders From the Most Relevant Models

- ♦ 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

Module 7. Psychosocial Intervention in Psychotic Disorders

- ♦ Develop knowledge that discriminates an important problem of natural evolution within the process of family coexistence
- ♦ 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 Skills

TECH develops each of its degrees always thinking about the improvement of its graduates, both from the point of view of knowledge and skills. For this reason, the professionals who decide to opt for this Master's Degree will be betting on a program with which they will improve their skills as a specialist in psychology in a guaranteed way, being able to implement in their practice the most innovative and effective therapeutic techniques of the current environment.



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The perfect program to work on your intervention skills for disorders such as sleep disorders, eating disorders or dissociative disorders"



General Skills

- ♦ Describe the skills needed for psychodiagnosis, psychological assessment, and expert witnessing for effective interventions in psychotic disorders and personality disorders
- ♦ Understand the importance of psychosocial intervention in psychotic disorders and personality disorders
- ♦ Understand the reactions of a person suffering from these disorders
- ♦ Ability to offer initial supportive psychological help at the onset of a psychotic disorder
- ♦ Master basic communication and negotiation skills applied to the management of a person in crisis
- ♦ Master specific skills needed for effective crisis intervention
- ♦ Create and implement action protocols adapted to the specific situations leading to an emergency situation
- ♦ Offer strategies for the prevention and management of stress caused by a crisis situation in the family environment
- ♦ Develop group interventions for psychosocial reintegration
- ♦ Understand the bases of the most effective models and techniques used in the therapy of psychosis and Personality Disorders
- ♦ Train for the management of a psychosocial team
- ♦ Master strategies for the relationship with the multidisciplinary team
- ♦ Assess and intervene in minor medical pathologies resulting from psychotic pathology in patients





Specific skills

- ♦ Develop theories that explain the events that explain psychotic pathology
 - ♦ Use and master projective techniques to assess the psychotic patient
 - ♦ Manage and discover intrapersonal elements in the subject through the Rorschach test
 - ♦ Identify and master the drawing test and the desiderative test
 - ♦ Developing conclusions with the Max Lüscher color test
 - ♦ Interpret and recognize the psychic state in the TAT study
 - ♦ Explain and describe the results of neurological tests specific to differential diagnosis
 - ♦ Use and master the CBCA and SVA story credibility scales
 - ♦ Explain the appropriateness of the intervention process
 - ♦ Describe the mechanisms of preposition
 - ♦ Raise awareness of the importance of psychological support in the emergencies of psychotic and bipolar disorders
 - ♦ Differentiate the peculiar characteristics of the different profiles in Personality Disorders
 - ♦ Identify the different levels of severity
 - ♦ Determine why psychosocial support is important in these disease processes
 - ♦ Discriminate the different moments of psychosocial intervention
 - ♦ Understand the place of the psychologist in these disorders and his or her relationship with the rest of the stakeholders
 - ♦ Understand the objectives of the intervention and its purpose
- ♦ Master the basic principles of crisis intervention
 - ♦ Identify and avoid the most common errors in the intervention with the psychotic patient and Personality Disorders
 - ♦ Understand what stress is and its general characteristics in psychotic conditions
 - ♦ Understanding the neurological functioning of the brain in psychotic and bipolar disorders
 - ♦ Identify the psychological defence mechanisms that a person deploys when faced with a situation that overwhelms him or her
 - ♦ Assess what is normal and what is not among the reactions of a person in a critical situation



You will be able to offer your patients even more specialized care, based on their diagnostic characteristics and the specifics of their disorder in relation to the latest known developments in this field"

04

Course Management

One of TECH's top priorities when designing each of its programs is to be able to count on a teaching team at the highest level. An example of this is this Master's Degree, for which we have selected a faculty versed in psychology, specialized in the health field and in the management of patients with psychotic and personality disorders. They are also active professionals with detailed knowledge of the latest developments in the psychosocial field. As a result, the graduate will receive comprehensive and intensive education from experts in the sector.



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Reaching your professional goals will become an easier task thanks to the support of the teaching team that TECH has selected to accompany you during the course of this Master's Degree"

International Guest Director

With an extensive background in Psychology, Matthias Schwannauer has been noted for his research on psychological interventions for Bipolar Disorders. This work included the implementation of a randomized controlled trial of Interpersonal Cognitive Therapy and a study on the role of interpersonal and cognitive factors in mood regulation in bipolar disorders and the recovery process.

After graduating in Philosophy and Psychology from the University of Marburg, he worked as a Clinical Psychologist in the NHS Adolescent Mental Health Services in Glasgow. He has also been Head of Clinical and Health Psychology and Director of the Doctoral Program in Clinical Psychology at the University of Edinburgh. In addition, he has worked as a Clinical Psychologist in the Early Psychosis Support Service at CAMHS Lothian. Subsequently, he has held the position of Director of the School of Health and Social Sciences at the University of Edinburgh.

In particular, Matthias Schwannauer has led the Contextual Mental Health Research Group, which focuses on studying the evolutionary trajectories of mental health and well-being across the lifespan. She has also focused on investigating the development of psychological models of emotional distress. One of his main areas of interest is the advancement of specific psychological interventions for the mental health of young people.

Moreover, he is principal investigator of several randomized controlled trials to develop and evaluate psychological interventions for serious mental health problems. In addition, he has published numerous scientific articles. His research interests include the application of attachment theory, reflective function and recovery to major mental health problems in adolescence, particularly psychosis and recurrent mood disorders.



Dr. Schwannauer, Matthias

- ♦ Director of the School of Health and Social Sciences, University of Edinburgh, Scotland
- ♦ Consultant Clinical Psychologist in the Early Psychosis Support Service at CAMHS Lothian
- ♦ Clinical Psychologist in the NHS Adolescent Mental Health Services
- ♦ Director of the Doctoral Program in Clinical Psychology at the University of Edinburgh
- ♦ Head of Clinical and Health Psychology at the University of Edinburgh
- ♦ Doctorate in Clinical Psychology from the University of Edinburgh
- ♦ Bachelor of Arts in Philosophy and Psychology from the University of Marburg

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

Management



Segovia Garrido, Domingo

- General Health Psychologist at IEPTL - European Institute of Time Limited Psychotherapies
- Director-Psychologist of the Tinte23 Psychology Center
- Psychologist at the Open Minds Association of La Roda
- Former President of the LASSUS Association for help against Depressive Syndrome
- Psychologist at LASSUS Association for help against Depressive Syndrome
- Degree in Psychology from the University of Murcia
- Master's Degree in Occupational Risk Prevention
- Master's Degree in Integrated Systems Management
- Master's Degree in Clinical and Health Psychology

Professors

Dr. Roldán, Lucía

- ♦ Health Psychologist
- ♦ Cognitive-behavioral intervention specialist
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in energy therapy intervention

Dr. 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

D. De Dios González, Antonio

- ♦ Director of the Psychology Department of Quirón Hospital in Marbella
- ♦ Director of Avatar Psychologists
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Master's degree in Neuro-Linguistic Programming (N.L.P.) by Richard Bandler's Society of Neuro-Linguistic Programming
- ♦ Master in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- ♦ Transpersonal Therapist by the Spanish School of Transpersonal Development

Dr. González Agüero, Mónica

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology at Hospital Quirón Salud Marbella and Avatar Psicólogos
- ♦ Trainer of Avatar Psychologists in different programs of emotional management for educational centers and companies
- ♦ Professor in the Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy
- ♦ Trainer at Human Resources Consulting Services (HRCS)
- ♦ Collaborator in different Red Cross programs
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy
- ♦ University Specialist in Clinical Hypnosis with Selective Dissociation Focusing by the University of Almeria

Aguado Romo, Roberto

- ♦ President of the European Institute of Time-Limited Psychotherapy
- ♦ Psychologist specializing in Clinical Psychology
- ♦ European specialist in Psychotherapy from the EFPA
- ♦ 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 by the Spanish Society of Medicine
- ♦ Psychosomatics and Health Psychology
- ♦ Tutor of the Basic Psychology course at the UNED



Make the most of this opportunity to learn about the latest advances in this subject to apply it to your daily practice"

05

Structure and Content

This program has been designed by the teaching team, following the demanding quality guidelines defined by TECH. Thanks to this, it has been possible to elaborate a dynamic, exhaustive and highly educational syllabus, in which the latest and most relevant information in the psychosocial field has been included. In addition, they have worked on the selection and elaboration of high-quality additional material, which will be presented in different formats and with which the graduates will be able to delve in a personalized way in the sections they consider most important for their professional performance.





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The use of the Relearning methodology in this Master's Degree will save you hours of memorization, guaranteeing an intensive, dynamic and highly empowering academic experience"

Module 1. Psychosocial Assessment in Psychotic and Personality Disorders

- 1.1. Psychosocial Examination
 - 1.1.1. The Evaluation Interview
 - 1.1.2. Observation
 - 1.1.3. Psychological Tests
- 1.2. Why Seek Therapeutic Treatment?
- 1.3. The Therapeutic Relationship
 - 1.3.1. Elements of the Therapeutic Bond or Relationship
 - 1.3.2. Personal, Attitudinal, Emotional and Behavioral Characteristics of the Psychotherapist
 - 1.3.3. Personal, Attitudinal, Emotional and Behavioral Characteristics of the Patient that Will Pose Problems in the Therapeutic Relationship
 - 1.3.4. Emotional Bonding Using the "U" Technique
- 1.4. Pharmacological Strategies
 - 1.4.1. Mechanisms of Action of Pharmacokinetics
 - 1.4.2. Mechanisms of Action of Hypothermia
- 1.5. Antidepressants
 - 1.5.1. Tricyclics
 - 1.5.2. Selective Serotonin Reuptake Inhibitors (ISRS)
 - 1.5.3. Mixed Serotonin and Norepinephrine Reuptake Inhibitors (SNRIs)
 - 1.5.4. Mixed Quaternary Serotonin and Norepinephrine Reuptake Inhibitors
- 1.6. Anxiolytics
 - 1.6.1. Benzodiazepines
- 1.7. Mood Stabilizers
- 1.8. Antipsychotics
- 1.9. Psychological Strategies
- 1.10. Clinical Cases



Module 2. The Clinical Interview with the Psychotic Patient and Personality Disorders

- 2.1. Active Interview (CHSV)
 - 2.1.1. Information Theory
 - 2.1.2. Communication Channels
 - 2.1.3. Communication System
- 2.2. Axioms of the Interview
 - 2.2.1. It is Impossible Not To Communicate
 - 2.2.2. Content and Relationship
 - 2.2.3. Affective Value
 - 2.2.4. Digital and Analog Communication
 - 2.2.5. Symmetry and Asymmetry
- 2.3. Exploring Communication
 - 2.3.1. Verbal Communication
 - 2.3.2. Non-Verbal Communication
 - 2.3.3. Double Bond
 - 2.3.4. Psychopathology of Communication
 - 2.3.5. A Gesture is Worth a Thousand Words
- 2.4. Medical History
 - 2.4.1. Personal
 - 2.4.2. Family
 - 2.4.3. Generational
- 2.5. Medical History
 - 2.5.1. Psychopathological Biography
 - 2.5.2. Biography of Medical Diseases
 - 2.5.3. Biography Social Problems
- 2.6. General Structure of the Mental Examination
 - 2.6.1. Non-Verbal Communication and Emotions
 - 2.6.2. Communication Around a Table

- 2.7. Semiology
 - 2.7.1. Signs
 - 2.7.2. Symptoms
- 2.8. Epistemology of Diagnosis
 - 2.8.1. Descriptive Syndromic Diagnosis Against the Disease
 - 2.8.2. Nosology Categorical Versus Dimensional Diagnosis
- 2.9. Multiple Diagnoses and Comorbidity
- 2.10. Clinical Versus Forensic Criteria
- 2.11. Expert Interview Biases to Avoid
- 2.12. Clinical Cases

Module 3. Questionnaires and Tests Used in the Diagnosis of Psychosis and Personality Disorders

- 3.1. Projective Techniques in Expert Appraisal
- 3.2. Rorschach Test
 - 3.2.1. Application
 - 3.2.2. Presentation of Sheets
 - 3.2.3. Reaction Time
 - 3.2.4. Time of the Patient in Front of the Sheet
 - 3.2.5. The Survey
 - 3.2.6. Rorschach Assessment
- 3.3. Expressive Techniques
- 3.4. Drawing (HTP)
 - 3.4.1. From the House
 - 3.4.2. Tree
 - 3.4.3. Person
- 3.5. Free Drawing
- 3.6. Family Drawing
- 3.7. Düss Fables
- 3.8. Desiderative Test

- 3.9. Max Lüscher Color Test
- 3.10. Thematic Apperception Test TAT
- 3.11. Psychometric Tests in Expertise
- 3.12. Wechsler Intelligence Test
 - 3.12.1. WISC-IV
 - 3.12.2. WAIS-IV
- 3.13. Neuropsychological Maturity Questionnaire
- 3.14. Raven's Progressive Arrays
- 3.15. The Goodenough Test
- 3.16. The Personality Test
- 3.17. Millon Multiaxial Clinical Millon Inventory (MCMI-III)
 - 3.17.1. Modifying Scales: Desirability and Index of Alteration
 - 3.17.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive
 - 3.17.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid
 - 3.17.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, P-Trauma Stress D
 - 3.17.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 3.18. 16 Catell PF-5
 - 3.18.1. 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 Control for Response Bias
- 3.19. Child and Adolescent Assessment System BASC
 - 3.19.1. Internalized problems: Depression, Anxiety, Social Anxiety, Somatic Complaints, Obsessive-Compulsion and Post-Traumatic Symptomatology
 - 3.19.2. Externalized Problems: Hyperactivity and Impulsivity, Attention Problems, Aggressiveness, Defiant Behavior, Anger Control Problems, Antisocial Behavior
 - 3.19.3. Specific Problems: Developmental Delay, Eating Behavior Problems, Learning Disabilities, Schizotypy, Substance Abuse, etc
- 3.20. Personality Assessment Inventory PAI
 - 3.20.1. 4 Validity Scales (Inconsistency, Infrequency, Negative Impression, Positive Impression)
 - 3.20.2. 11 Clinical Scales (Somatic Complaints, Anxiety, Anxiety-Related Disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline Traits, Antisocial Traits, Alcohol Problems, Drug Problems)
 - 3.20.3. 5 Scales of Consideration for Treatment (Aggression, Suicidal Thoughts, Stress, Lack of Social Support, and Refusal of Treatment)
 - 3.20.4. 2 Scales of Interpersonal Relationships (Dominance and Agreeableness)
 - 3.20.5. 30 Subscales Providing More Detailed Information
- 3.21. Children's Personality Questionnaire CPQ
 - 3.21.1. Reserved/Open, Low/High Intelligence, Emotionally Affected/Stable, Calm/Excitable, Submissive/Dominant, Sober/Enthusiastic, Unconcerned/Conscientious, Inhibited/Intrepid, Hard/Soft Sensitivity, Confident/Doubtful, Simple/Astute, Serene/Apprehensive, Less or More Integrated, and Relaxed/Tensed
- 3.22. Clinical Analysis Questionnaire-CAQ
- 3.23. Trait-State Anxiety Questionnaire in Children STAIC and in Adults STAI
- 3.24. Multifactor Self-Assessment Test of Child Adjustment - TAMAI
- 3.25. Questionnaire for the Assessment of Adopters, Caregivers, Guardians and Mediators
- 3.26. Short Symptom Checklist - SCL-90 R
- 3.27. Study of the Story's Credibility
 - 3.27.1. CBCA System (Criteria Based Content Analysis)
 - 3.27.2. The Statement Validity Assessment (SVA) UdoUndeutsch
 - 3.27.3. SVA = Interview + CBCA + Validity Checklist
- 3.28. Clinical Cases

Module 4. Psychotic Psychopathology

- 4.1. Schizophrenia
- 4.2. Schizophreniform Disorder
- 4.3. Schizoaffective Disorder
- 4.4. Delusional Disorder
- 4.5. Brief Psychotic Disorder
- 4.6. Substance-Induced Psychotic Disorder
- 4.7. Catatonia
- 4.8. Bipolar Disorder
 - 4.8.1. Type I
 - 4.8.2. Type I
- 4.9. Cyclothymic Disorder
 - 4.9.1. With Anxiety
- 4.10. Delirium
 - 4.10.1. For Substance Intoxication
 - 4.10.2. For Substance Withdrawal
 - 4.10.3. Medication-Induced
- 4.11. Alzheimer's Disease
- 4.12. Frontotemporal Lobe Degeneration
- 4.13. Traumatic Brain Injury
- 4.14. Vascular Disease
- 4.15. Parkinson's Disease
- 4.16. Huntington's Disease
- 4.17. Neurological Malignant Syndrome
- 4.18. Disorders Caused by Medication
 - 4.18.1. Acute Dystonia
 - 4.18.2. Akathisia
 - 4.18.3. Tardive Dyskinesia
 - 4.18.4. Antidepressant Discontinuation Syndrome
- 4.19. Clinical Cases

Module 5. Personality Disorders and Associated Pathologies

- 5.1. General Personality Disorder
 - 5.1.1. Cognition
 - 5.1.2. Affectivity
 - 5.1.3. Interpersonal Functioning
 - 5.1.4. Impulse Control
- 5.2. Intervention in Personality Disorders
- 5.3. Paranoid
 - 5.3.1. Mistrust
 - 5.3.2. Suspiciousness
 - 5.3.3. Deception
 - 5.3.4. Concern
 - 5.3.5. Resentment
- 5.4. Schizoid
 - 5.4.1. Displacer
 - 5.4.2. Loneliness
 - 5.4.3. Disinterest
 - 5.4.4. Difficulty in Intimate Relationships
 - 5.4.5. Emotional Coldness
- 5.5. Schizotypal
 - 5.5.1. Reference Idea
 - 5.5.2. Unusual Perception
 - 5.5.3. Strange Thoughts
 - 5.5.4. Suspiciousness
 - 5.5.5. Inappropriate Affection
 - 5.5.6. Strange Appearance
 - 5.5.7. Social Anxiety

- 5.6. Antisocial
 - 5.6.1. Illegality
 - 5.6.2. Deception
 - 5.6.3. Impulsiveness
 - 5.6.4. Irresponsibility
 - 5.6.5. Absence of Remorse
- 5.7. Limit
 - 5.7.1. Homelessness
 - 5.7.2. Interpersonal Instability
 - 5.7.3. Abnormalities About Identity
 - 5.7.4. Autolysis
 - 5.7.5. Affective Instability
 - 5.7.6. Chronic Emptiness
 - 5.7.8. Irritability
- 5.8. Histrionic
 - 5.8.1. Theatrical
 - 5.8.2. Seduction
 - 5.8.3. Emotional Lability
 - 5.8.4. Self-Dramatization
 - 5.8.5. Suggestibility
- 5.9. Narcissist
 - 5.9.1. Megalomania
 - 5.9.2. Fantasies of Success
 - 5.9.3. Privilege
 - 5.9.4. Exploits Relationships
 - 5.9.5. Lacks Empathy
 - 5.9.6. Envy
- 5.10. Evasion
 - 5.10.1. Avoidance
 - 5.10.2. Shame
 - 5.10.3. Concern over Criticism
 - 5.10.4. Inhibition in Relationships
 - 5.10.5. Does not Take Risks
- 5.11. Dependent
 - 5.11.1. Indecision
 - 5.11.2. Can Not Take Responsibility
 - 5.11.3. Discomfort
 - 5.11.4. Fear of Loneliness
 - 5.11.5. Irrational Fear
- 5.12. Obsessive Compulsive
 - 5.12.1. Concern
 - 5.12.2. Perfectionism
 - 5.12.3. Excessive Dedication
 - 5.12.4. Hyperawareness
 - 5.12.5. Collectionism
 - 5.12.6. Greed
- 5.13. Intervention in Dissociative Disorders
 - 5.13.1. Dissociative Identity Disorder
 - 5.13.2. Dissociative Amnesia
 - 5.13.3. Depersonalization/Derealization Disorder
- 5.14. Intervention in Impulse Control Disorders
 - 5.14.1. Oppositional Defiant Disorder
 - 5.14.2. Intermittent Explosive Disorder
 - 5.14.3. Behavioral Disorder
 - 5.14.4. Destructive Disorder



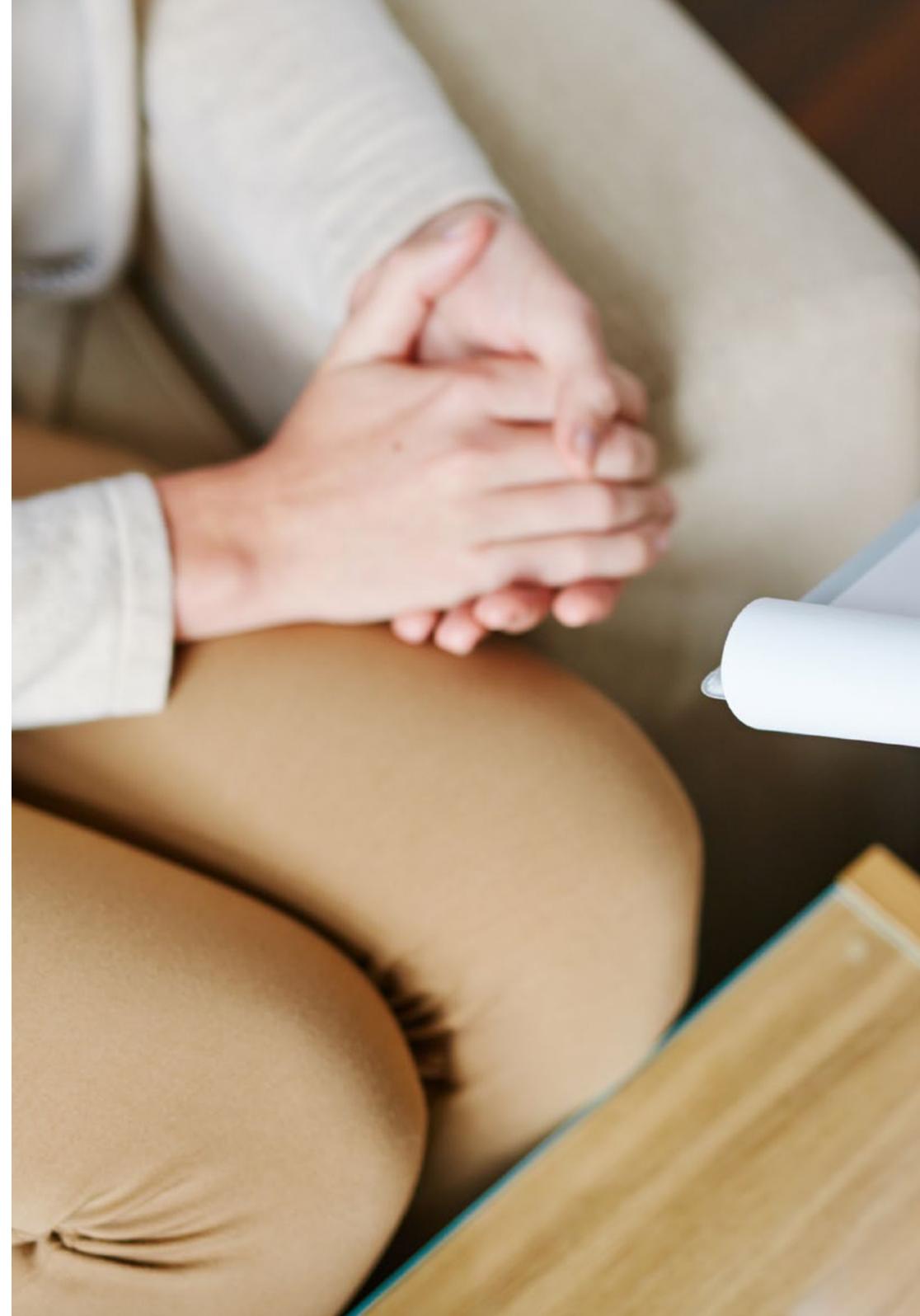
- 5.15. Intervention in Eating Disorders
 - 5.15.1. Pica
 - 5.15.2. Anorexia Nervosa
 - 5.15.3. Bulimia Nervosa
- 5.16. Intervention in Sleep Disorders
 - 5.16.5. Insomnia
 - 5.16.6. Hypersomnia
 - 5.16.7. Narcolepsy
 - 5.16.8. Central Sleep Apnea
 - 5.16.9. Parasomnia
- 5.17. Interventions in Addictive Behavior Disorders
- 5.18. Clinical Cases

Module 6. Intervention in Personality and Psychotic Disorders From the Most Relevant Models

- 6.1. Behavioral Therapy in Personality and Psychotic Disorders
- 6.2. Cognitive Therapy in Personality and Psychotic Disorders
- 6.3. Rational Emotive Behavior Therapy in Personality and Psychotic Disorders
- 6.4. Stress Management Therapy in Personality and Psychotic Disorders
- 6.5. Beck's Cognitive Therapy in Personality and Psychotic Disorders
- 6.6. Cognitive Therapies Video Lesson
- 6.7. Human Therapies in Personality and Psychotic Disorders
- 6.8. Gestalt Therapy and Psychodynamic Therapies in Personality and Psychotic Disorders
- 6.9. Interpersonal Therapy in Personality and Psychotic Disorders
- 6.10. Human Therapies Video Lesson
- 6.11. Time-Limited Psychotherapy (Eclectic Psychotherapy) in Personality and Psychotic Disorders
- 6.12. Clinical Cases

Module 7. Psychosocial Intervention in Psychotic Disorders

- 7.1. Family Mediation
 - 7.1.1. Pre-Mediation
 - 7.1.2. Negotiation
 - 7.1.3. Mediation
 - 7.1.3.1. Reconciliation
 - 7.1.3.2. Reparation
- 7.2. Notion of Conflict
 - 7.2.1. Changing the Attitude Towards Team Cooperation
 - 7.2.2. Improve Attitude
 - 7.2.3. Emphasizing Performance
- 7.3. Types of Conflict
 - 7.3.1. Attraction-Attraction
 - 7.3.2. Evasion-Evasion
 - 7.3.3. Attraction-Evasion
- 7.4. Mediation, Arbitration and Neutral Evaluation
 - 7.4.1. Mediator is Present, Does Not Have an Influence
 - 7.4.2. Arbitration Makes Decisions by Listening to the Parties
 - 7.4.3. Neutral Evaluation Draw Consequences From the Data Obtained
- 7.5. Coaching and Psychology
 - 7.5.1. Equalities
 - 7.5.2. Differences
 - 7.5.3. Contradictions
 - 7.5.4. Impersonation
- 7.6. Learning in Coaching
 - 7.6.1. Declaring Bankruptcy
 - 7.6.2. Stripping Off the Masks
 - 7.6.3. Re-Engineering Ourselves
 - 7.6.4. Focusing on the Task
- 7.7. Facing Challenges that can be Taken on
 - 7.7.1. Locus of Control
 - 7.7.2. Expectations





- 7.8. Focused on the Activity
 - 7.8.1. Focusing Techniques
 - 7.8.2. Thought Control techniques
- 7.9. Clear Goals
 - 7.9.1. Definition of Where We Are
 - 7.9.2. Definition of Where we Want to Go
- 7.10. Feeding Back on the Activity
 - 7.10.1. Placing the Attitude in Action and not in Anticipatory Thinking
 - 7.10.2. Verbalizing Small Achievements
 - 7.10.3. Be Flexible and Allow for Frustration
- 7.11. Working on Self-Deception
 - 7.11.1. Know that We are Lying to Ourselves
 - 7.11.2. Know that We Modify Reality
 - 7.11.3. Knowing that We Conform Reality to our Beliefs
- 7.12. Conflict Management
 - 7.12.1. Emotional Management
 - 7.12.2. Saying What I Think, but From HOME Emotions
- 7.13. Dialogue With Beliefs
 - 7.13.1. Self-Dialogue
 - 7.13.2. Cognitive restructuring
- 7.14. Managing Stress
 - 7.14.1. Breathing Techniques
 - 7.14.2. Emotional Management Techniques
 - 7.14.3. Relaxation Techniques
- 7.15. Emotional Management
 - 7.15.1. Identifying Emotions
 - 7.15.2. Identifying Suitable Emotions
 - 7.15.3. Changing Emotions for Others
- 7.16. Biology of the Stress Response
- 7.17. Biochemistry of Stress

06

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.



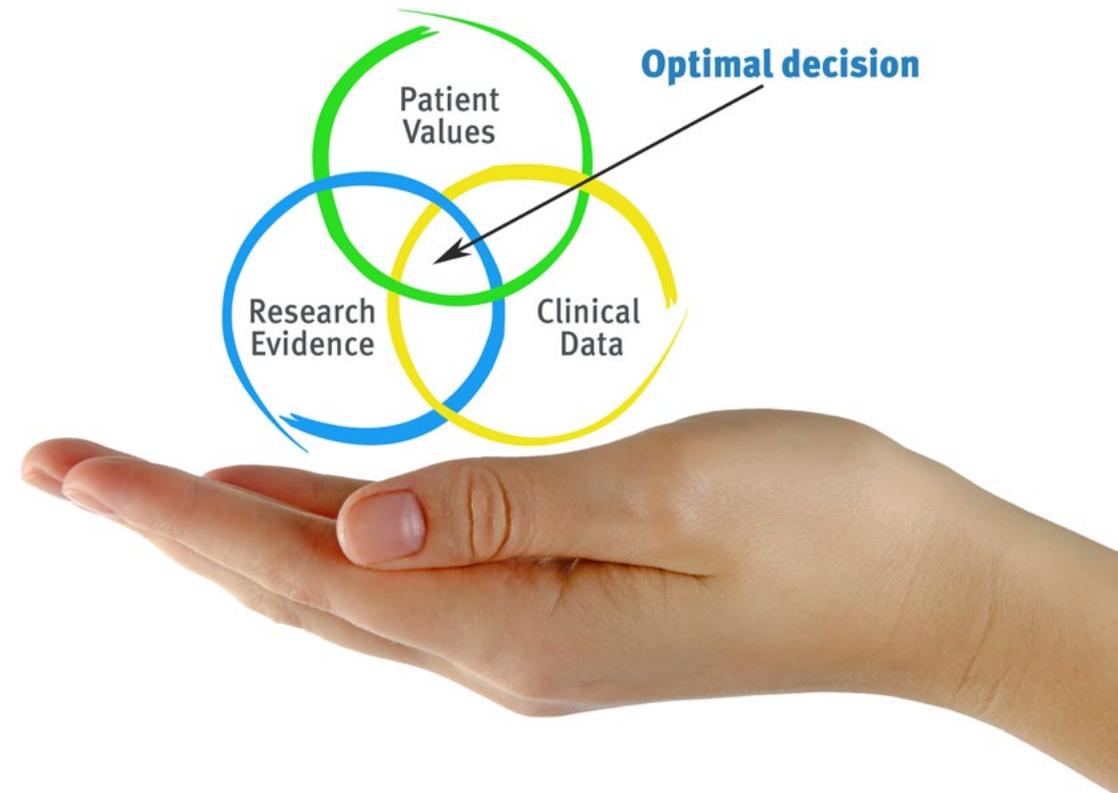
“

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.

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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.

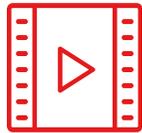
Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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

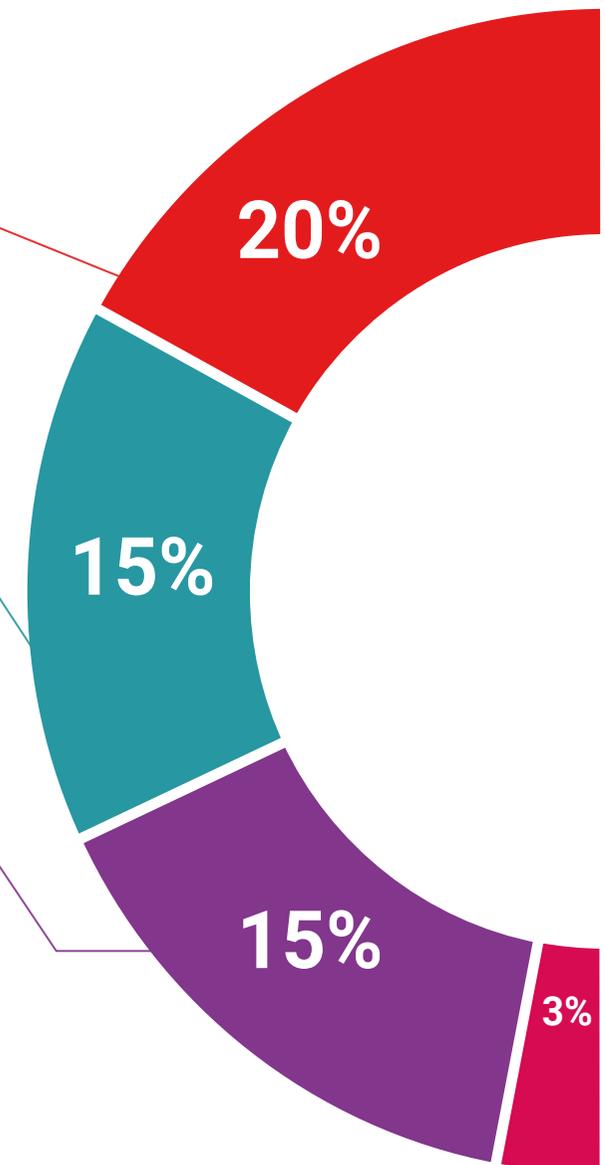
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

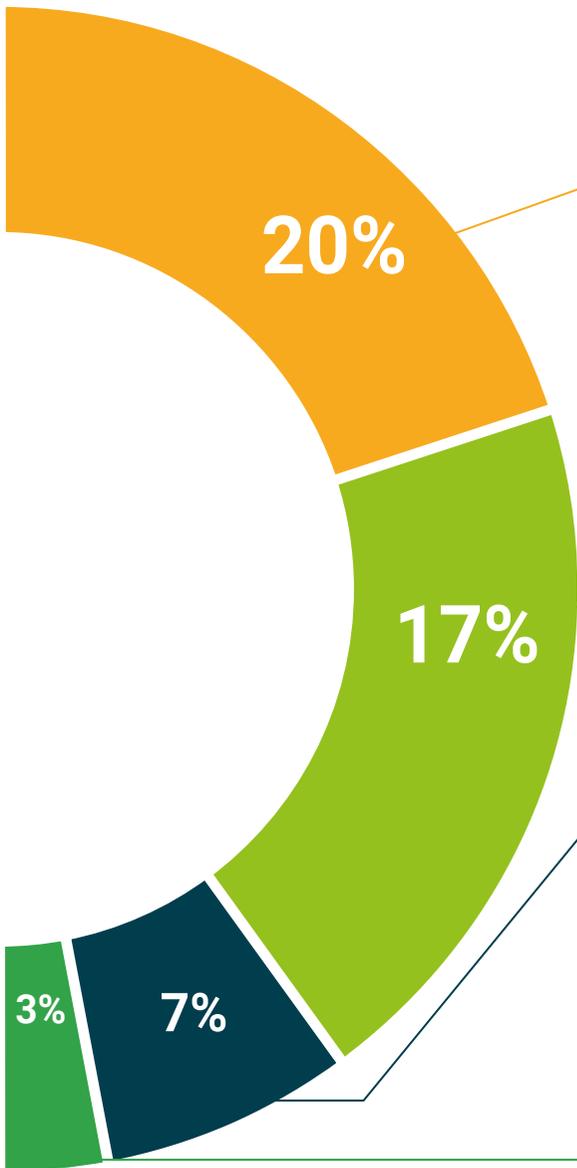
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





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.



07

Certificate

The Master's Degree in Psychological Intervention in Personality Disorders and Psychosis guarantees you, in addition to the most rigorous and up-to-date training, access to a Master's Degree issued by TECH Global University.





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*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

This private qualification will allow you to obtain a **Hybrid Master's Degree in Psychological Intervention in Personality Disorders and Psychosis** 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.

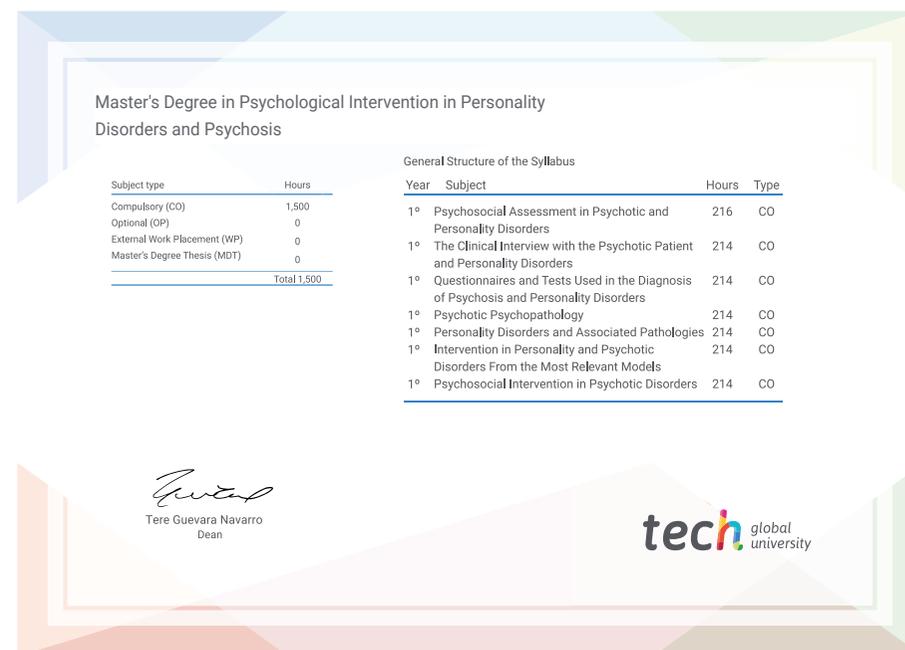
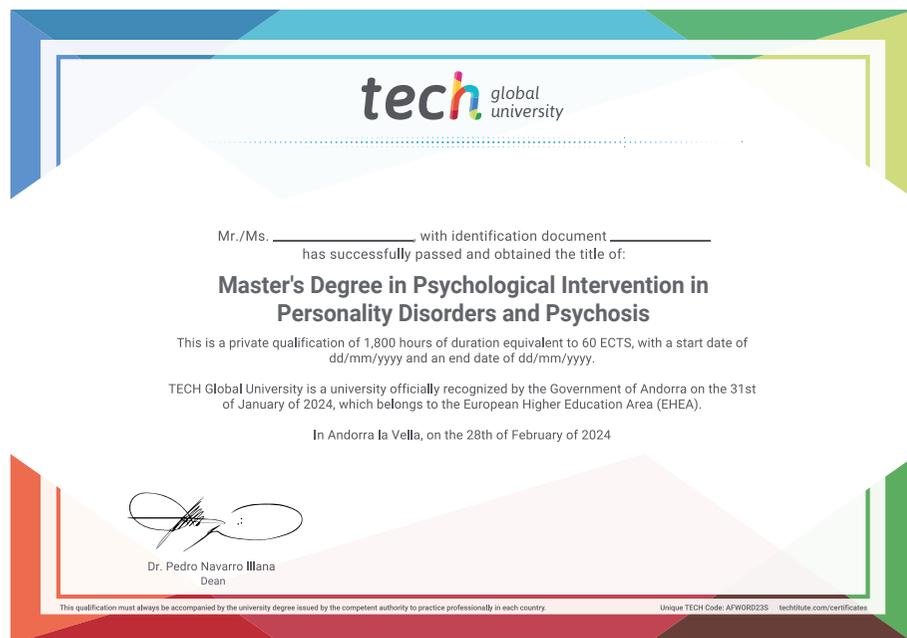
Title: **Hybrid Master's Degree in Psychological Intervention in Personality Disorders and Psychosis**

Course Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Global University**

Recognition: **60 + 4 ECTS Credits**



*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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training development languages

virtual classroom

tech global
university

Master's Degree

Psychological Intervention
in Personality Disorders
and Psychosis

Course Modality: Online

Duration: 12 months

Certificate: TECH Global University

Official N° of hours: 1,500 h.

Master's Degree

Psychological Intervention in Personality Disorders and Psychosis

