

Postgraduate Diploma

Child and Adolescent Psychopathology



Postgraduate Diploma Child and Adolescent Psychopathology

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-child-adolescent-psychopathology

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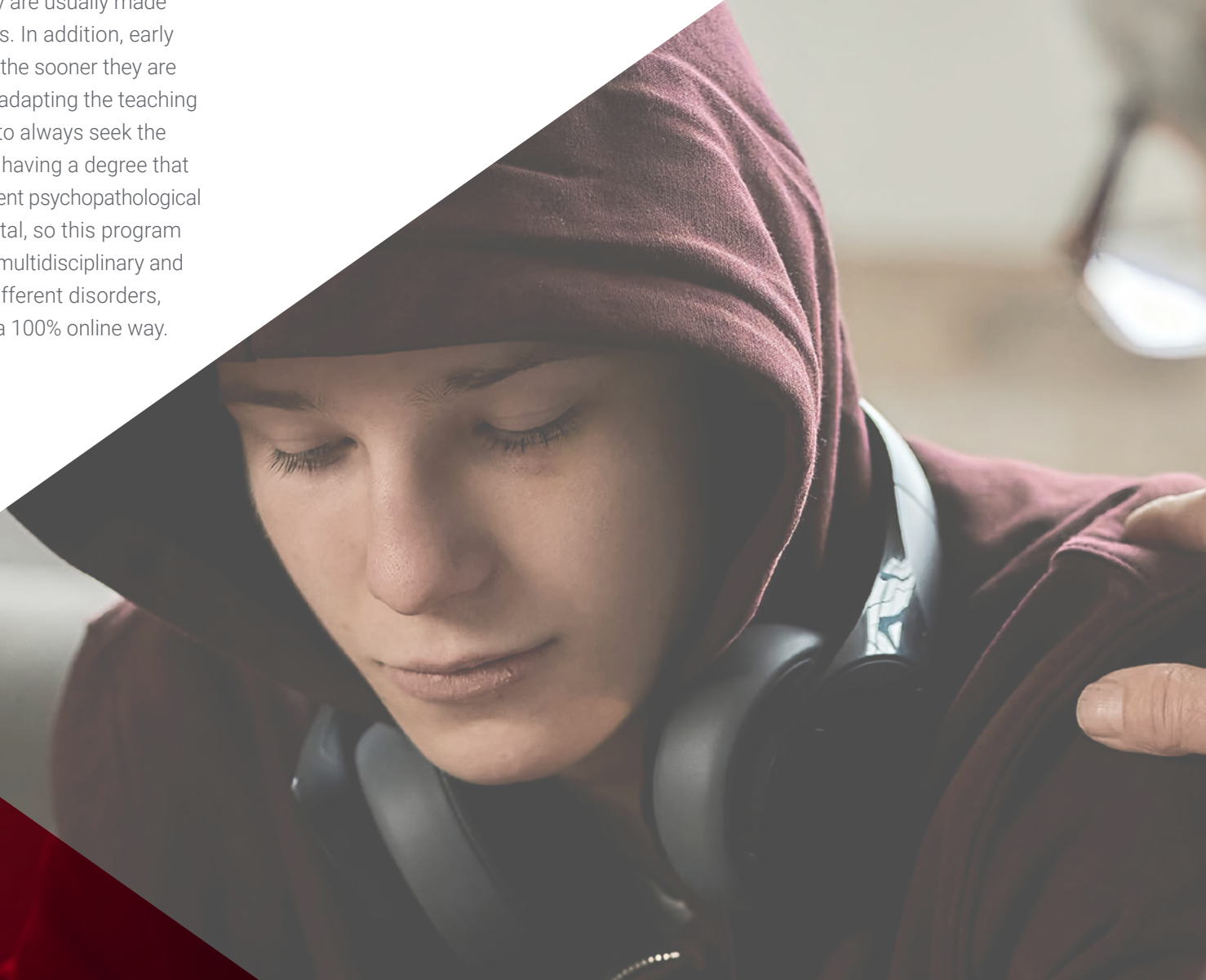
Certificate

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01

Introduction

The vast majority of diagnoses related to psychopathology are usually made during the school stage, both in child and juvenile patients. In addition, early recognition of these types of conditions is important since the sooner they are recognized, the more quickly it will be possible to work on adapting the teaching methodology, as well as the pedagogical strategies to try to always seek the maximum benefit for the student. That is why, for teacher, having a degree that allows them to know in detail the characteristics of the different psychopathological universes of the child and adolescent patient is fundamental, so this program becomes a unique opportunity to fulfill its objectives. This multidisciplinary and comprehensive program will allow you to delve into the different disorders, conditions, and problems related to neurodevelopment in a 100% online way.



“

Become an expert in Child and Adolescent Psychopathology with TECH and help your students with difficulties to develop academically in a satisfactory way”

The different pedagogical methodologies that have been described based on the exhaustive study of the different psychopathologies that can occur in the infant or young person have allowed the development of academic strategies adjusted to the specifics of each case, giving these students the opportunity to continue to evolve in an adapted manner during the school stage. However, in order to make this adaptation, it is necessary for the teacher to know in detail the characteristics of the different pathological universes that can occur in children and adolescents.

For this purpose, TECH Global University has launched this very complete Postgraduate Diploma in Child and Adolescent Psychopathology, a program oriented to teachers, directed and designed by experts, as well as presented in a convenient and accessible 100% online format. This is a multidisciplinary degree through which the graduate will be able to delve into the disorders, issues, and conditions of neurodevelopment, as well as the associated problems that may arise from suffering from them: anger, aggressiveness, addictions, etc.

Therefore, it is a unique opportunity to broaden your knowledge and perfect your teaching skills through a degree adapted to the academic and professional market demands. In addition, all the content will be available from the beginning of the academic activity and can be downloaded to any device with an Internet connection, whether mobile, tablet, or computer. Therefore, the graduate will be able to study for this Postgraduate Diploma from wherever they want and with a schedule totally adapted to their availability.

This **Postgraduate Diploma in Child and Adolescent Psychopathology** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in psychology and education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



You will work on the different psychopathological universes that can occur in the child and adolescent student through an exhaustive and dynamic syllabus”

“

You will have access to 600 hours of the best theoretical, practical, and additional content so that you will obtain the most complete and exhaustive knowledge from this Postgraduate Diploma”

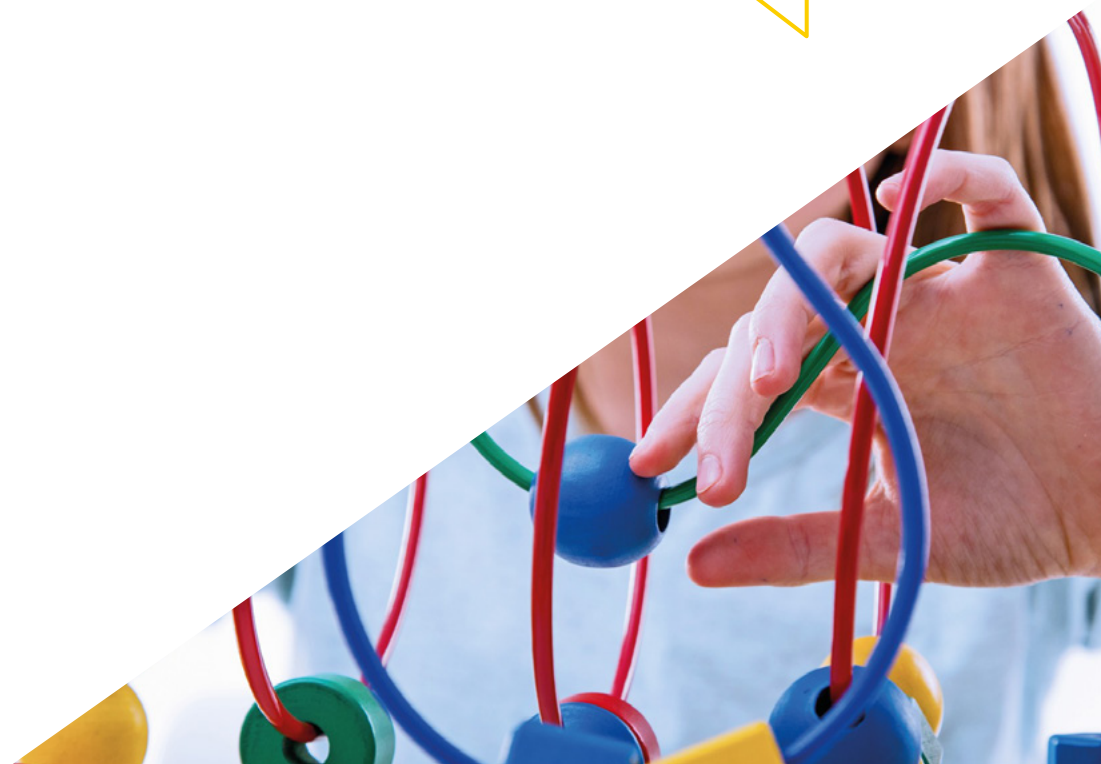
The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

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

Knowing in detail the circumstances related to suicide in childhood and adolescence will allow you to become an agent in its prevention.

A perfect program to delve into substance and non-substance addiction problems so you can help your students overcome them.



02

Objectives

The role of the teacher in the diagnosis and subsequent evolution of the student with some type of psychopathology is a leading role since they only intervene in its recognition but can also work in conjunction with the different Psychology and Pedagogy professionals to achieve optimal development of the child or adolescent. For this reason, the objective of this Postgraduate Diploma is to provide the graduate with the most complete and exhaustive information that will allow them, in only 600 hours, to acquire specialized knowledge in this field.



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Whatever your goals are, TECH has created a qualification thanks to which you will be able to achieve them in less time than you think”



General Objectives

- Provide the professional with all the up-to-date references on diagnosis, intervention and therapeutic process in children and adolescents
- Describe the individualized study of the child and adolescent with decision protocols to perform a rigorous psychopathological study
- Frame all the information within a multidisciplinary framework model in the study of the biopsychosocial framework of the child and adolescent



Would you like to know in detail the different types of the most frequent disorders in the infantile and juvenile periods? Thanks to TECH, you will acquire specialized knowledge of each one of them"





Specific Objectives

Module 1. Pathological Universes in Childhood and Adolescence

- ♦ Know the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to the infant-juvenile stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the infant-juvenile stage in each pathological universe
- ♦ Know and study the differential characteristics of each pathological universe according to the DSM-V information
- ♦ Study the existing comorbidities in each pathological universe mentioned

Module 2. Pathological Universes in Childhood and Adolescence II

- ♦ Know other pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to the Childhood and Adolescence Stages
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the infant-juvenile stage in each pathological universe
- ♦ Know and study the differential characteristics of each pathological universe according to the DSM-V information
- ♦ Study the existing comorbidities in each pathological universe mentioned
- ♦ Know and study other problems that can be targeted clinical care in childhood and adolescence

Module 3. Personality Disorders in Childhood and Adolescence

- ♦ Know and differentiate personality disorders from the pathological universe in childhood and adolescence
- ♦ Study the differences among childhood personality disorders
- ♦ Know the prevalence of different personality disorders in childhood and adolescence
- ♦ Study the personality universe in the child and adolescence stage

Module 4. Others Related Problems

- ♦ Study other relevant problems that may appear in the psychological consultation
- ♦ Know the repercussion of emotional problems in the optimal development of children
- ♦ Study the addiction fads in children and their possible effects on their development
- ♦ Know the problems of the third world that harm the normal psychological development of children

03

Course Management

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



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

International Guest Director

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

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

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

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

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



Dr. Fabrett, Fairlee C.

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

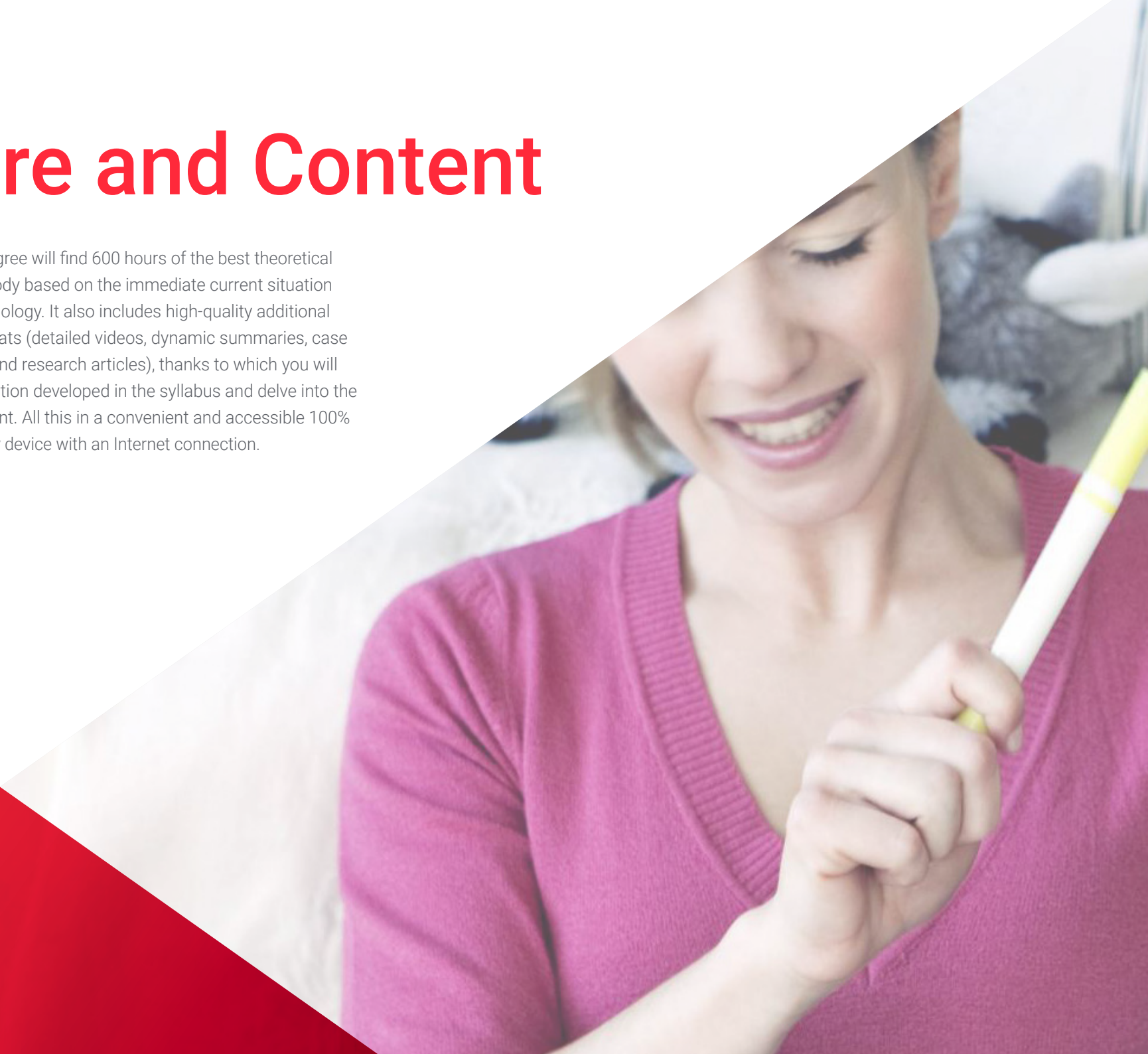
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Thanks to TECH you will be able to learn with the best professionals in the world”

03

Structure and Content

The graduate who accesses this degree will find 600 hours of the best theoretical content prepared by the teaching body based on the immediate current situation of the educational sector and Psychology. It also includes high-quality additional material presented in different formats (detailed videos, dynamic summaries, case studies, complementary readings, and research articles), thanks to which you will be able to contextualize the information developed in the syllabus and delve into the aspects you consider most important. All this in a convenient and accessible 100% online program compatible with any device with an Internet connection.





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You will have at your disposal real cases of students with different Psychopathologies so that you can put your skills into practice and adapt the academic curriculum to their specifications and needs”

Module 1. Pathological Universes in Childhood and Adolescence

- 1.1. Neurodevelopment Disorders
 - 1.1.1. What are Neurodevelopmental Disorders?
 - 1.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
 - 1.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 1.2. Schizophrenia Spectrum Disorders and Other Psychotic Disorders
 - 1.2.1. What are Schizophrenia Spectrum Disorders and other Psychotic Disorders?
 - 1.2.2. Disorders Included in the Diagnostic Category of Schizophrenia Spectrum Disorders and Other Psychotic Disorders"
 - 1.2.3. Childhood Schizophrenia
- 1.3. Bipolar and Related Disorders
 - 1.3.1. What are Bipolar and Related Disorders?
 - 1.3.2. Disorders Included in the Diagnostic Category of Bipolar and Related Disorders"
- 1.4. Depressive Disorders
 - 1.4.1. The Universe of Depressive Disorders
 - 1.4.2. Disorders Included in the Diagnostic Category "Depressive Disorders"
- 1.5. Anxiety Disorders
 - 1.5.1. Anxiety Disorders
 - 1.5.2. Types of Anxiety Disorders included in the DSM-V
 - 1.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence
- 1.6. Obsessive Compulsive Disorder and Related Disorders
 - 1.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
 - 1.6.2. Disorders Included in the Diagnostic Category of Obsessive-Compulsive Disorder and Related Disorders"
- 1.7. Trauma and Stress-Related Disorders
 - 1.7.1. What are Trauma-Related Disorders and Stressors?
 - 1.7.2. Disorders Included in the Diagnostic Category of "Disorders Related to Trauma and Stressors"
- 1.8. Dissociative Disorders
 - 1.8.1. Characteristics of Dissociative Disorders
 - 1.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"



- 1.9. Somatic Symptom Disorders and Related Disorders
 - 1.9.1. What are Somatic Symptom Disorders and Related Disorders?
 - 1.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
 - 1.9.3. Evidence and Data of Relevance on Factitious Disorder as Applied to Another (in Children and Adolescents)
- 1.10. Eating and Food Ingestion Disorders
 - 1.10.1. What are Eating and Food Intake Disorders?
 - 1.10.2. Eating and Food Intake Disorders included in the DSM-V
 - 1.10.3. Relevant Data on Eating and Food Intake Disorders in Adolescence

Module 2. Pathological Universes in Childhood and Adolescence II

- 2.1. Excretory Disorders
 - 2.1.1. What is called "Excretion Disorders"?
 - 2.1.2. Types of Excretion Disorders
- 2.2. Sleep-Wake Disorders
 - 2.2.1. Common Characteristics of Sleep-Wake Disorders
 - 2.2.2. Disorders Sleep-Wake Disorders Included in the Diagnostic Category "Sleep-Wake Disorders"
- 2.3. Gender Dysphoria
 - 2.3.1. Gender Dysphoria
 - 2.3.2. Relevant Situations of the Gender Factor in the Childhood and Adolescence
 - 2.3.3. How Today's Children Experience Sexual Problems?
- 2.4. Disruptive, Impulse-Control and Behavioral Disorders
 - 2.4.1. Types of Disruptive, Impulse-Control and Behavioral Disorders
 - 2.4.2. Common Problems Fear-Related with Behavioral Management of Infants in Psychological Therapy
- 2.5. Substance Abuse and Addictive Disorders
 - 2.5.1. What are the Disorders Related to Substance Abuse and Addictive Disorders?
 - 2.5.2. Disorders Included in the Diagnostic Category of "Disorders Related to Substances and Addictive Disorders"
- 2.6. General Personality Disorder
 - 2.6.1. Personality Theories
 - 2.6.2. General Personality Disorder According to DSM-V

- 2.7. Paraphilic Disorders
 - 2.7.1. Paraphilic Disorders
 - 2.7.2. Incidence of Paraphilic Disorders in Childhood and Adolescence
- 2.8. Other Problems that can be Targeted Clinical Care
 - 2.8.1. Parent-child relationship problem and sibling relationship problem
 - 2.8.2. Child Abuse and Neglect. Sexual Abuse

Module 3. Personality Disorders in Childhood and Adolescence

- 3.1. Paranoid Personality Disorder
 - 3.1.1. Introduction to Paranoid Personality Disorder
 - 3.1.2. Diagnostic Criteria
 - 3.1.3. Paranoid Personality in Childhood
- 3.2. Schizoid Personality Disorder
 - 3.2.1. Introduction to Schizoid Personality Disorder
 - 3.2.2. Diagnostic Criteria
 - 3.2.3. Schizoid Personality in Childhood and Adolescence
- 3.3. Schizotypal Personality Disorder
 - 3.3.1. Introduction to Schizotypal Personality Disorder
 - 3.3.2. Diagnostic Criteria
 - 3.3.3. Schizotypal Personality in Minors How It Differs from Adult Neuropathology
- 3.4. Borderline Personality Disorder
 - 3.4.1. Introduction to Borderline Personality Disorder
 - 3.4.2. Diagnostic Criteria
 - 3.4.3. Borderline Personality in Childhood and Adolescents
- 3.5. Narcissistic Personality Disorder
 - 3.5.1. Introduction to Narcissistic Personality Disorder
 - 3.5.2. Diagnostic Criteria
 - 3.5.3. Narcissist Personality in Children
- 3.6. Antisocial Personality Disorder
 - 3.6.1. Introduction to Antisocial Personality Disorder
 - 3.6.2. Diagnostic Criteria
 - 3.6.3. Antisocial Personality in Minors

- 3.7. Histrionic Personality Disorder
 - 3.7.1. Introduction to Histrionic Personality Disorder
 - 3.7.2. Diagnostic Criteria
 - 3.7.3. Histrionic Personality in Childhood and Adolescence
- 3.8. Avoidant Personality Disorder
 - 3.8.1. Introduction to Avoidant Personality
 - 3.8.2. Diagnostic Criteria
 - 3.8.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage
- 3.9. Dependent Personality Disorder
 - 3.9.1. Introduction to Dependent Personality
 - 3.9.2. Diagnostic Criteria
 - 3.9.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage
 - 3.9.4. Implications of the Dependent Personality in Adulthood
- 3.10. Obsessive-Compulsive Personality Disorder
 - 3.10.1. Introduction to the Concept of Obsessions and Compulsions
 - 3.10.2. Concept of Compulsive Personality Disorder and Diagnostic Criteria
 - 3.10.3. Obsessive-Compulsive Personality in Childhood

Module 4. Others Related Problems

- 4.1. Anger and Aggressiveness Problems
 - 4.1.1. Introduction to Anger and Aggressiveness Problems
 - 4.1.2. Anger and Aggressiveness Problems in the Psychological Consultation
- 4.2. Substance Addiction Problems
 - 4.2.1. Introduction to Substance Addiction
 - 4.2.2. The problems of Substance Abuse in Minors
 - 4.2.3. Substance Abuse Fads in Minors
- 4.3. Substance Addiction Problems(TIC)
 - 4.3.1. Introduction to ICTs
 - 4.3.2. Addiction to ICTs in Minors
- 4.4. Problems Derived from ICT
 - 4.4.1. Major Problems Derived from ICT





- 4.5. Emotional Problems in Childhood and Adolescence
 - 4.5.1. Introduction to Emotions
 - 4.5.2. Emotions in Childhood and Adolescence
 - 4.5.3. Major Emotional Problems in Childhood and Adolescence
- 4.6. Self-Esteem and Self-Concept Problems
 - 4.6.1. Introduction to the Concept of Self-Esteem and Self-Concept
 - 4.6.2. Major Self-Esteem and Self-Concept Problems
- 4.7. Suicide in Childhood and Adolescence
 - 4.7.1. Introduction to Suicide
 - 4.7.2. Suicides in the Childhood and Adolescence Stage
- 4.8. Characteristics of Oppositional Defiant in Children and Adolescents
 - 4.8.1. Introduction to Oppositional Defiant Disorder
 - 4.8.2. Major Characteristics of Oppositional Defiant in Children and Adolescents
 - 4.8.3. Major Characteristics of Oppositional Defiant in Adolescents
- 4.9. The Most Common Neurodevelopment Conditions
 - 4.9.1. Introduction the Neurodevelopment Conditions
 - 4.9.2. Neurodevelopment Conditions in Minors

“Do not think twice and invest in a qualification with you will not only become a more prepared professional but with which you will be able to give another opportunity to your students with special needs”

04

Methodology

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

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





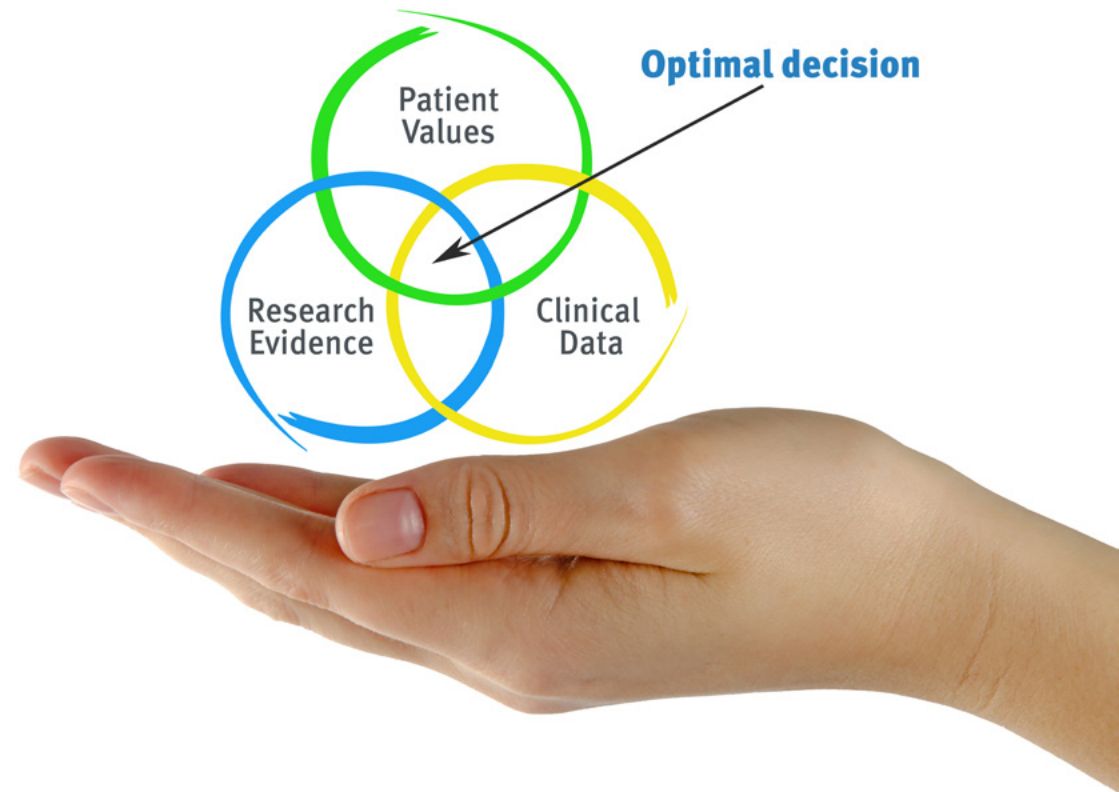
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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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. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies 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.



Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all 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.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, 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 (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 specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, 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

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 multimedia content presentation training Exclusive system 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 your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful. Learning from an Expert strengthens knowledge and memory, and generates confidence in 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.



05

Certificate

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



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

This program will allow you to obtain your **Postgraduate Diploma in Child and Adolescent Psychopathology** 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.

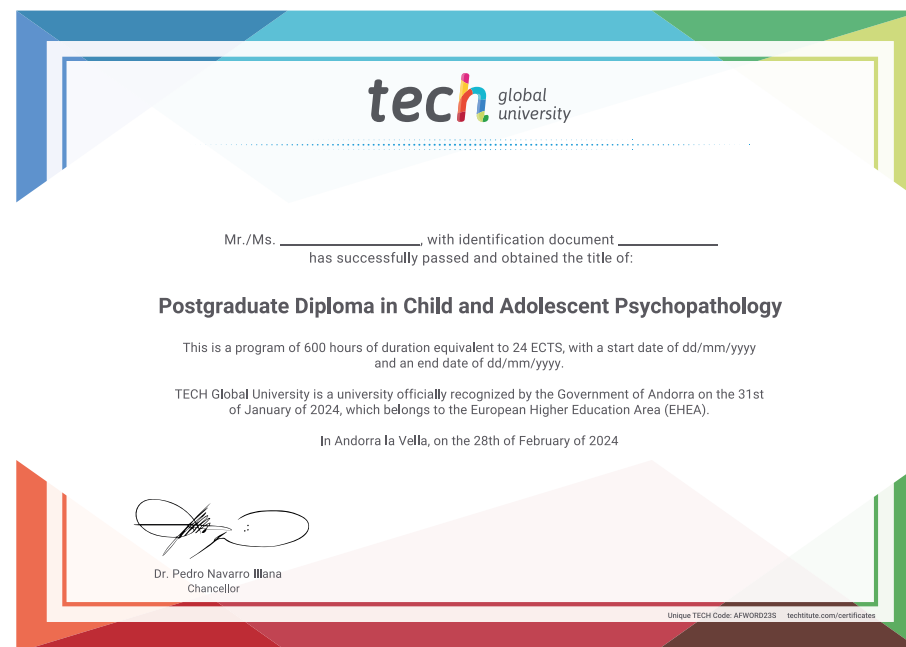
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Child and Adolescent Psychopathology**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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



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Psychopathology

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