

# Professional Master's Degree

## Child and Adolescent Psychology



## Professional Master's Degree Child and Adolescent Psychology

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/in/education/professional-master-degree/master-child-adolescent-psychology](http://www.techtitute.com/in/education/professional-master-degree/master-child-adolescent-psychology)

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# 01

# Introduction

The main development of human beings takes place in childhood and adolescence, with the psychological repercussions that this entails, and which often affect minors. The role of teachers in the detection of behaviors and disorders in students is becoming increasingly essential for a correct approach by professionals. In this 100% online course, the teacher will learn, through multimedia content, the main intervention techniques, treatment programs and protocols used in education centers. A qualification that will allow you to progress in your professional career while balancing your job responsibilities.





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*Enroll now in a Professional Master's Degree that will help you grow as a teacher and provide better care for your students with psychological disorders”*

It is no secret that teachers are increasingly becoming a key element in the detection and assistance of students who present some kind of disorder. Their work in the classroom is key to the child's education, but also their accompaniment will be fundamental for their correct physical and mental development. In the face of the difficulties that may be encountered, knowledge is a cornerstone in their performance. This program offers the teaching professional the opportunity to acquire in-depth knowledge of child and adolescent psychology.

Throughout the 12 months of this course, students will learn about the pathological universes, the role of the family, the different intervention techniques, the most commonly used treatments for the management of children suffering from anxiety, ADHD, bipolar disorder or eating disorders. Likewise, students will delve into the early detection of SEN, the different types of student development used in schools and the legal regulations currently existing in this field.

A program that has quality teaching material, based on video summaries, specialized readings, videos in detail or simulations of real cases, which provide students with extensive knowledge and great practical application in their daily teaching.

An excellent opportunity offered by TECH with this degree for teachers who wish to progress in their professional careers with a 100% online education, which will allow them to balance a quality program with their daily work. Therefore, students can access the entire syllabus from the first day, without sessions with fixed schedules, and using only a computer, tablet or cell phone to connect to the virtual platform. In this way, the professional who takes this degree can distribute the teaching load according to their needs.

This **Professional Master's Degree in Child and Adolescent Psychology** contains the most complete and up-to-date educational program on the market. The most important features include:

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



*The Relearning system will allow you to expand your knowledge in a more natural and progressive way. Enroll now"*

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*A program that will allow you to learn about the most commonly used intervention tools, taking into account the social and emotional situation of children and adolescents”*

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, students will be assisted by an innovative interactive video system developed by renowned experts.

*Advance in your professional career with a specialized teaching team that provides you with the most current knowledge in minor psychopathological problems.*

*Delve in this Professional Master's Degree in the involvement of the family figure in therapy with children.*



# 02

# Objectives

This Professional Master's Degree provides the teaching professional with the most up-to-date knowledge in the field of Child and Adolescent Psychology. As a result, at the end of the 12 months of this online course, students will have acquired the intervention techniques and treatments most commonly used today, as well as the skills that must be developed when dealing with a minor with psychopathologies. All this, with an expert team in the field of Psychology, which will show the latest advances in this area.







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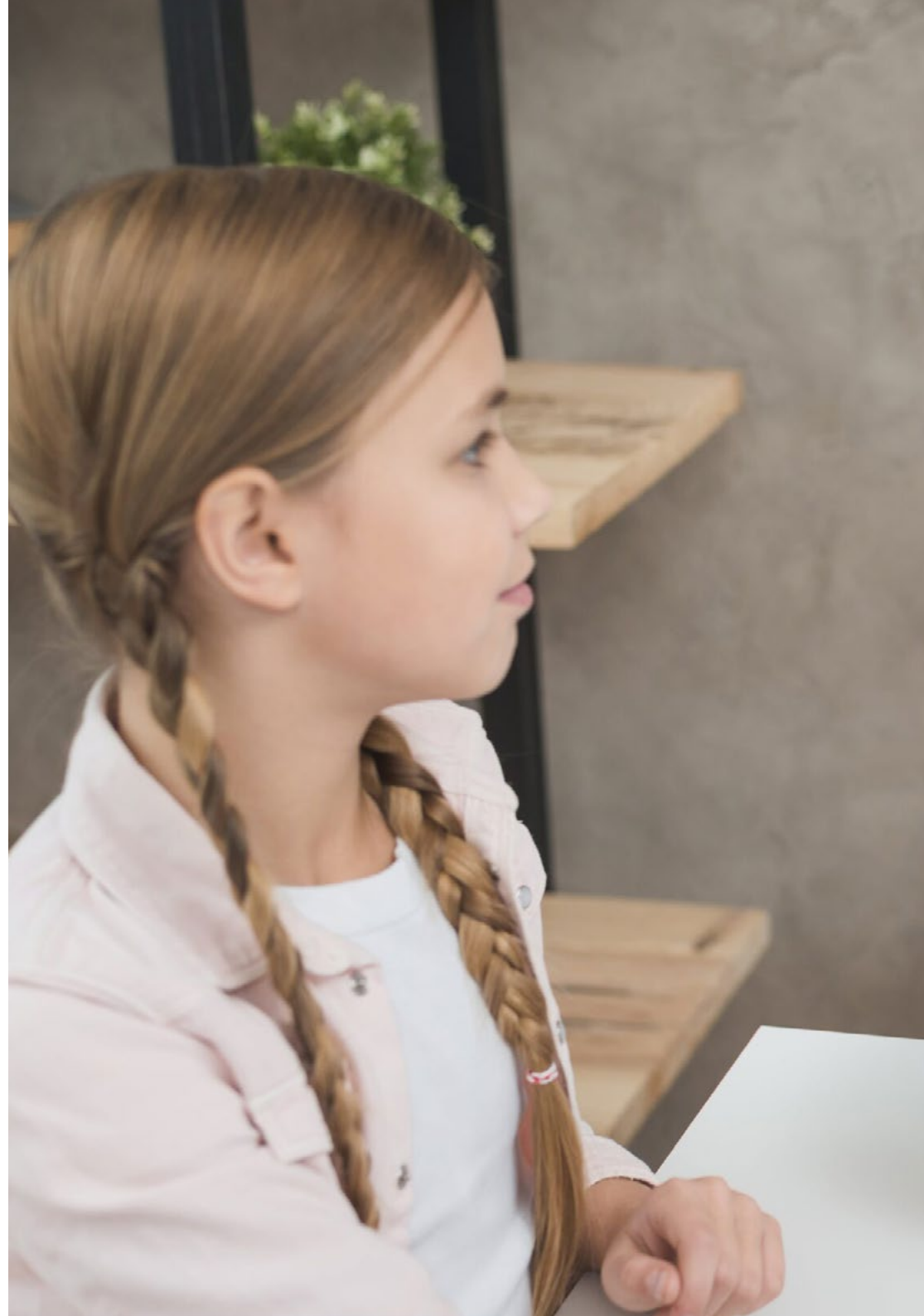
*The real cases provided by the specialized teaching team will be of great practical application in your day-to-day work in the classroom"*



## General Objectives

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- ♦ Describe the therapeutic bond between the psychotherapist and the minor patient
- ♦ Analyze the changes in behavior during the life cycle
- ♦ Differentiate between the evolutionary adaptation and adaptability of human beings
- ♦ Explain the framing of the family system in a single-therapist, single-patient psychotherapy
- ♦ Master psychodiagnosis and evaluation in the child and adolescent framework
- ♦ Control personality assessment at these ages
- ♦ Identify the role of the family in child and adolescent diagnosis
- ♦ Specify the intervention in clinical psychology at these age groups
- ♦ Develop sufficient skills to manage a child and adolescent clinic





## Specific Objectives

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### Module 1. History of Psychology: Child and Adolescent Psychopathology

- ♦ Get to know the most influential currents of psychology in the history of the discipline of clinical psychology
- ♦ Study the emergence of child and adolescent psychology and the importance of the study of children and adolescents in the field of psychology
- ♦ Gain knowledge about the development and the differences between what is considered normal and what is considered pathological in the child and adolescent stage
- ♦ Delve into the influential theories of child development in relation to their influence on childhood and adolescent psychopathology

### Module 2. Therapeutic Relationship with the Infant, Assessment and Diagnostic Process in Child and Adolescent Psychopathology

- ♦ Know the process of the therapeutic relationship with the child and adolescent in Child and Adolescent Psychology and know the most appropriate forms of communication for the success of therapy in the child and adolescent stage
- ♦ Identify the assessment and clinical diagnosis process used with patients in the child and adolescent stage
- ♦ Study the assessment instruments and the areas of importance to be assessed in the infantile-juvenile stage
- ♦ Study how the family is involved in therapy with minors



### **Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence, the Role of the Family**

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

### **Module 4. Pathological Universes in Clinical Psychological Therapy of Childhood and Adolescence**

- ♦ Gain knowledge of the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to childhood and adolescence
- ♦ Get to know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn about the characteristics of the infantile-juvenile stage in each pathological universe
- ♦ Analyze the differential characteristics of each pathologic universe according to the DSM-V information
- ♦ Study the existing comorbidities in each pathological universe mentioned

### **Module 5. Protocols and Frameworks for the Diagnosis and Assessment of Learning Difficulties in Formal Education Centers**

- ♦ Outline the assessment protocols to be followed by formal education centers at different educational levels
- ♦ Examine different standardized assessment tests in reading and writing
- ♦ Analyze assessment protocols in non-formal education, higher education or teaching skills

### **Module 6. Intervention Techniques**

- ♦ Establish different intervention tools in order to treat children and adolescents
- ♦ Get to know the theoretical principles of play, metaphor and storytelling as intervention techniques
- ♦ Apply certain intervention tools taking into account the social and emotional situation of the child and adolescent

### **Module 7. Treatment and Intervention of Child and Adolescent Psychopathologies**

- ♦ Identify the main treatments for clinical psychopathologies in childhood and adolescence
- ♦ Study the different modulating theories of human behavior in childhood
- ♦ Get to know the future perspectives in the treatment of childhood and adolescent psychopathologies

### **Module 8. Behaviour Modification**

- ♦ Analyze the principles of behavior modification techniques
- ♦ Know and recognize the different theoretical currents of behavior modification
- ♦ Identify how to apply behavior modification techniques



### **Module 9. Intervention and Treatment in Clinical Child and Adolescent Psychology**

- ♦ Know the main treatment programs
- ♦ Delve into what ICT is and their usefulness in Clinical psychology
- ♦ Analyze current and future treatments linked to new technologies

### **Module 10. Treatment Programs**

- ♦ Know the relevant data on the treatment of the most significant disorders for the child and adolescent population
- ♦ Study the main aspects of intervention in clinical disorders of childhood and adolescence
- ♦ Determine the future prognosis of some clinical disorders in childhood and adolescence
- ♦ Study the therapies and intervention techniques that are effective in clinical disorders

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*Enroll in this Professional Master's Degree and delve into the main therapies applied to children with anxiety, post-traumatic stress or eating disorders”*

# 03 Skills

This online program allows students to identify the different disorders that affect young people and infants, taking into account the clinical approach at all times. In this way, at the end of the program, the teaching professional will have updated their competencies and skills in the management of students with different disorders such as sleep disorders, eating disorders or trauma disorders.



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*You are before a degree that gives you flexibility. Distribute the teaching load according to your needs. Enroll now”*



## General Skills

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- ♦ Address the different types of families, as well as the psychopathology of children and adolescents
- ♦ Psychodiagnosis by means of interviews and modern psychological methodology of the different psychopathologies in childhood and adolescence
- ♦ Delve into the most common and infrequent personality disorders in childhood and adolescence, with a current scientific prism
- ♦ Develop the most effective intervention techniques in the therapeutic field
- ♦ Manage with precision and excellence the most clinically successful intervention tools







## Specific Skills

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- ♦ Develop strategies for dealing with minors and define the legal repercussions of not complying with the code of ethics and the patient's statute
- ♦ Differentiate the psychological disorders in the natural evolutionary changes
- ♦ Perform a differential diagnosis taking into account the evolutionary stage of the patient
- ♦ Identify, differentiate and diagnose the new and different forms of psychological illnesses in childhood and adolescence in the current day
- ♦ Deal with the diagnosis and the setting in these ages in a conducive way
- ♦ Develop techniques to achieve the motivation and active participation of a child or adolescent patient in the diagnosis and intervention process
- ♦ Establish a patient intervention with assurance, without disregarding the involvement of the family, the school or the peer group
- ♦ 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
- ♦ Manage the current clinic in its biopsychosocial variables
- ♦ Develop protocols and tools that allow for intervention with safeguards
- ♦ Understand the different masks used and atypical ways the illness can present itself in children and adolescents
- ♦ Develop sufficient tools for the patient to identify the therapist as a being in a position of authority
- ♦ Perform intervention protocols tailored to the patient
- ♦ Control the intervention by adapting it to the patient's profile
- ♦ Define the labyrinths specific to each disorder with their unknowns and difficulties
- ♦ Design an intervention from creativity and experience as a clinician, adapting to what is happening at each moment



*A program that will allow you to update your knowledge in the intervention protocol for minors with psychopathologies in educational centers"*

# 04

## Structure and Content

The syllabus of this Professional Master's Degree has been prepared by a teaching team specialized in child and adolescent psychological care, which offers students an advanced and intensive knowledge in this area. In this way, the syllabus has been divided into 10 different modules, which students will be able to access in its entirety from the beginning of the course. In this way, you can distribute the teaching load according to your needs and also through the Relearning, system, which TECH offers in all its qualifications, the teaching professional can reduce the long hours of study. The library of multimedia resources and simulations of real cases will be very useful for direct application in the classroom.

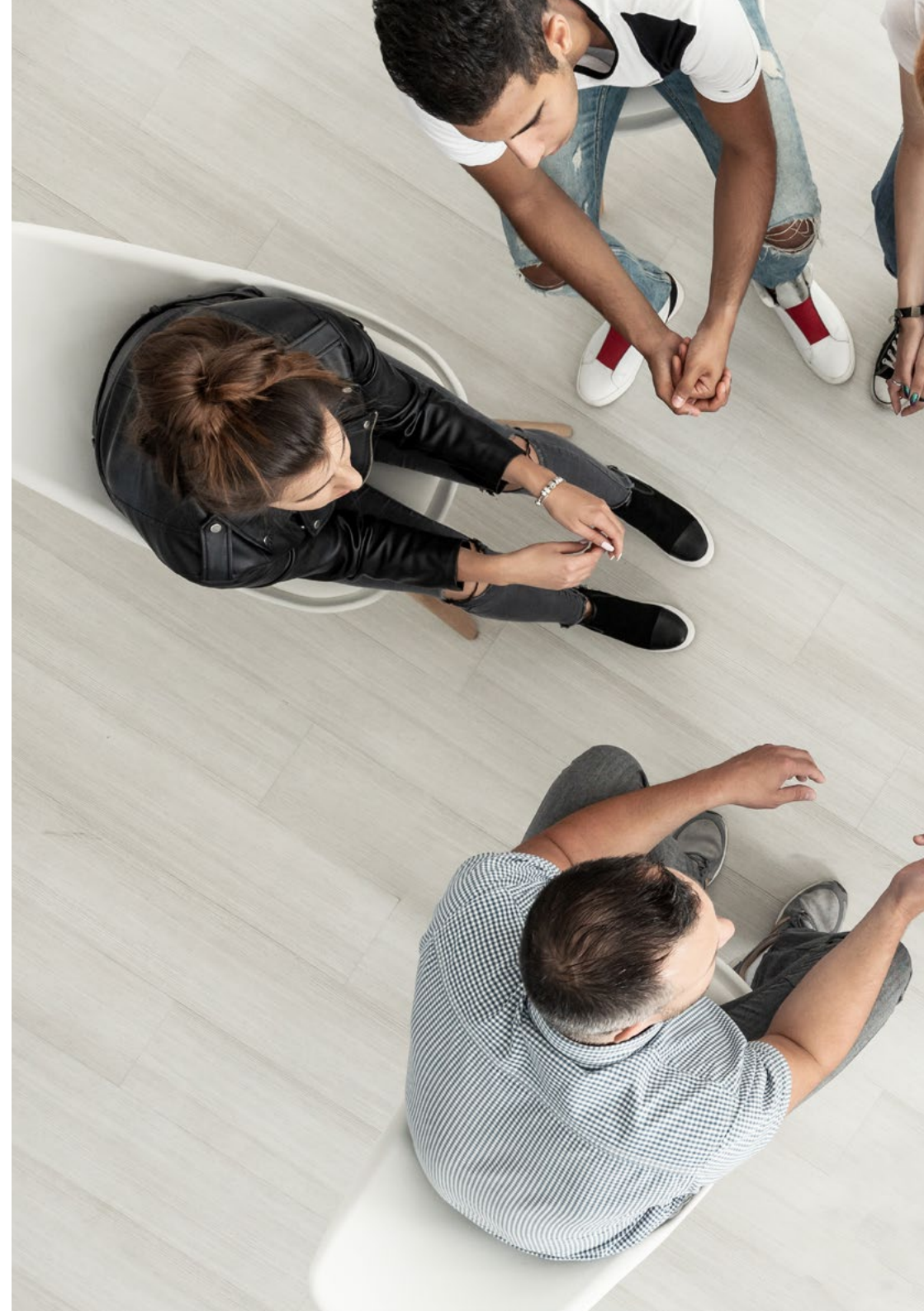


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*You have an advanced syllabus that you can access 24 hours a day, without fixed sessions and that you can download to view it whenever you want"*

## Module 1. History of Psychology: Child and Adolescent Psychopathology

- 1.1. Background of General Psychology
  - 1.1.1. The Birth of Scientific Psychology
  - 1.1.2. Psychology In the first Half of the 20th Century
  - 1.1.3. Psychology In the Second Half of the 20th Century
- 1.2. Child Psychology. Why Should We Study Children?
  - 1.2.1. What is Child Psychology?
  - 1.2.2. Developmental Psychology
  - 1.2.3. Why Should We Study Children?
  - 1.2.4. Topics of Study in Developmental Psychology
- 1.3. Historical Evolution of Child and Adolescent Psychopathology
  - 1.3.1. What is Child and Adolescent Psychopathology?
  - 1.3.2. Historical Evolution of Child and Adolescent Psychopathology
  - 1.3.3. Methodological Foundations of Child Psychopathology
- 1.4. Normal Psychological Development
  - 1.4.1. What is Normal Psychological Development?
  - 1.4.2. Factors Influencing Normal Psychological Development
- 1.5. Theories of Child Development
  - 1.5.1. What Are Child Development Theories?
  - 1.5.2. Main Theories of Child Development
- 1.6. Evolution and Transitions between Normal and Pathological
  - 1.6.1. What is Normal?
  - 1.6.2. What is a Psychopathological Problem?
  - 1.6.3. Transitions between Normal and Pathological
- 1.7. General Etiology of Psychopathological Disorders in Childhood
  - 1.7.1. Introduction and Concept of "Etiology"
  - 1.7.2. Main Etiologies of Psychopathological Disorders in Childhood
- 1.8. Understanding Symptoms in Child Psychopathology
  - 1.8.1. Concept of Symptoms and Signs of Somatic and Psychopathological Illness
  - 1.8.2. How to Identify Symptoms in Child Psychopathology
  - 1.8.3. Possible Masks of Childhood and Adolescent Psychopathology





- 1.9. Personal Characteristics and Most Common History of the Disease in Childhood
  - 1.9.1. Background of Disease in the Childhood
  - 1.9.2. Inheritance-Environment
  - 1.9.3. Personal Characteristics Influencing the Development of Disease in Childhood
- 1.10. Major or Minor Psychopathological Problems and Difficulties
  - 1.10.1. Minor Psychopathological Problems
  - 1.10.2. Major Psychopathological Problems

## Module 2. Therapeutic Relationship with the Infant, Evolution and Diagnostic Process in Child and Adolescent Psychopathology

- 2.1. Therapeutic Relationship with Children and Adolescents
  - 2.1.1. Infant and Adolescent Characteristics
  - 2.2.2. Establishment of a Therapeutic Alliance with the Minor
  - 2.2.3. Keys in the Therapeutic Relationship
- 2.2. Communication and Language Techniques in the Therapeutic Relationship in Childhood and Adolescence
  - 2.2.1. Importance of Communication and Language Techniques in the Therapeutic Relationship with the Minor
  - 2.2.2. Most Common Communication and Speech Techniques for Successful Psychological Therapy with the Infant
  - 2.2.3. Communication Difficulties in Therapy
- 2.3. Clinical Assessment and Diagnosis Process in Childhood: Phases
  - 2.3.1. The Clinical Assessment Process in the Childhood and Adolescence Stage
  - 2.3.2. Clinical Diagnosis in Childhood and Adolescence
  - 2.3.3. Keys to an Accurate Diagnosis
- 2.4. Areas of Psychological Functioning to be Assessed
  - 2.4.1. Main Areas of Psychological Functioning to be Assessed in the Child and Adolescent Stage
  - 2.4.2. Other Areas of Functioning to be Considered by the Therapist
- 2.5. Diagnostic Objectives
  - 2.5.1. Keys to an Accurate Diagnosis
  - 2.5.2. Main Objectives in the Diagnosis of the Most Common Psychopathologies in Childhood and Adolescence

- 2.6. The Assessment and Diagnostic Process: Means for Assessment and Diagnosis
  - 2.6.1. Interview
  - 2.6.2. Main Instruments Used in the Diagnosis of Psychopathologies in Childhood and Adolescence
- 2.7. Evolution of Assessment and Diagnostic Instruments
  - 2.7.1. Introduction to the Most Common Assessment and Diagnostic Instruments
  - 2.7.2. New Lines of Assessment and Diagnosis
- 2.8. Errors in Diagnosis in the Childhood and Adolescence Stage
  - 2.8.1. When Can Errors in Diagnosis Occur?
  - 2.8.2. Modulating Factors
  - 2.8.3. Most Common Errors
- 2.9. Framing of the Family System in Psychological Therapy
  - 2.9.1. Concept of Family System
  - 2.9.2. The Family System in Psychological Therapy
  - 2.9.3. Problems Related to Family Involvement in the Minor's Therapy
- 2.10. Family Assessment
  - 2.10.1. Family Therapy vs. Individual Therapy
  - 2.10.2. Key Aspects for Family Assessment
  - 2.10.3. Measuring Instruments in Family Assessment

### Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence, the Role of the Family

- 3.1. Developmental Contexts
  - 3.1.1. What Are Developmental Contexts?
  - 3.1.2. Types of Developmental Contexts
  - 3.1.3. Importance of Developmental Contexts in the Development of Childhood and Adolescent Psychopathology
- 3.2. Pathologies of the Microcontext, Pathology of the Mesocontext and Pathology of the Macrocontext
  - 3.2.1. Microcontext Pathologies
  - 3.2.2. Mesocontext Pathologies
  - 3.2.3. Macrocontext Pathologies

- 3.3. Autonomous Self, Social Self and Family Self
  - 3.3.1. Autonomous Self
  - 3.3.2. Social Self
  - 3.3.3. Family Self
- 3.4. Characteristics of the Pathological Family
  - 3.4.1. The Role of the Family in the Development of Psychopathologies
  - 3.4.2. Characteristics of the Pathological Family
  - 3.4.3. Influences of the Pathological Family on the Infant
- 3.5. Conflictive Bonds
  - 3.5.1. Introduction to the Bonding Concept
  - 3.5.2. Concept of Attachment
  - 3.5.3. Types of Conflicting Bonds
- 3.6. Type of Child and Sibling History
  - 3.6.1. Introduction to the Concept of Child in the Family
  - 3.6.2. Child Type
  - 3.6.3. The Role of Siblings in Normal and/or Pathological Development
- 3.7. Family Psychopathology and its Impact on the Infant
  - 3.7.1. Psychopathology in the Family
  - 3.7.2. Influence of Family Psychopathology in the Infant and Adolescent
- 3.8. Problematic Extrafamilial Environment
  - 3.8.1. Introduction to the Concept of Extrafamilial Environment vs. Intrafamilial Environment
  - 3.8.2. Problematic Types of Family Environments
- 3.9. Influence of Family Socioeconomic Status, Culture and Media
  - 3.9.1. Introduction to the Concept of Socioeconomic Position of the Family Member
  - 3.9.2. Influence of Culture in the Development of Pathologies in Children and Adolescents
  - 3.9.3. Influence of the Media in the Development of Pathologies in Children and Adolescents

- 3.10. Risk and Protective Factors for Mental Health in Childhood
  - 3.10.1. Introduction to the Concept of Modulatory Factors
  - 3.10.2. Risk Factors for Mental Health in Childhood
  - 3.10.3. Protective Factors for Mental Health in Childhood

#### **Module 4. Pathological Universes in Clinical Psychological Therapy of Childhood and Adolescence**

- 4.1. Neurodevelopment Disorders
  - 4.1.1. What Are Neurodevelopmental Disorders?
  - 4.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
  - 4.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 4.2. Schizophrenia Spectrum Disorders and other Psychotic Disorders
  - 4.2.1. What are Schizophrenia Spectrum Disorders and other Psychotic Disorders?
  - 4.2.2. Disorders Included in the Diagnostic Category of Schizophrenia Spectrum Disorders and Other Psychotic Disorders
  - 4.2.3. Childhood Schizophrenia
- 4.3. Bipolar Disorder and Related Disorders
  - 4.3.1. What Are Bipolar Disorder and Related Disorders?
  - 4.3.2. Disorders Included in the Diagnostic Category of Bipolar and Related Disorders
- 4.4. Depressive Disorders
  - 4.4.1. The Universe of Depressive Disorders
  - 4.4.2. Disorders Included in the Diagnostic Category of Depressive Disorders
- 4.5. Anxiety Disorders
  - 4.5.1. Anxiety Disorders
  - 4.5.2. Types of Anxiety Disorders Included in the DSM-V
  - 4.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence
- 4.6. Obsessive-Compulsive Disorder and Related Disorders
  - 4.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
  - 4.6.2. Disorders Included in the Diagnostic Category of Obsessive-Compulsive Disorder and Related Disorders

- 4.7. Trauma and Stress-Related Disorders
  - 4.7.1. What Are Trauma-Related Disorders and Stressors?
  - 4.7.2. Disorders Included in the Diagnostic Category of Disorders Related to Trauma and Stressors
- 4.8. Sleep/Wake Disorders
  - 4.8.1. Common Characteristics of Sleep/Wake Disorders
  - 4.8.2. Disorders Included in the Diagnostic Category of Sleep/Wake Disorders
- 4.9. Disruptive, Impulse-Control and Behavioral Disorders
  - 4.9.1. Types of Disorders
  - 4.9.2. Common Problems with Behavior Management of Infants in Psychological Therapy
- 4.10. Eating and Food Intake Disorders
  - 4.10.1. What Are Eating and Food Intake Disorders?
  - 4.10.2. Eating and Food Intake Disorders Included in the DSM-V
  - 4.10.3. Relevant Facts about Eating and Food Intake Disorders in Adolescence

#### **Module 5. Protocols and Action Frameworks in the Diagnosis and Assessment of Learning Difficulties in Formal Education Centers**

- 5.1. Concept, Evolution and Diagnostic Criteria. Early SEN Detection.
  - 5.1.1. Diagnostic Criteria Concept and Evolution of LD
  - 5.1.2. Early Detection and Action Frameworks
  - 5.1.3. LD Evaluation in Formal Education Centers
- 5.2. Evaluation Protocols in Formal Education Centers
  - 5.2.1. Action Protocols for Early Childhood and Primary Schools
  - 5.2.2. What About SEN at the Post-Compulsory Levels of Education?
- 5.3. Cognitive Functions and their Subprocesses
  - 5.3.1. Main Cognitive Functions to be Assessed in LD
  - 5.3.2. Reading and its Subprocesses
  - 5.3.3. Writing and its Subprocesses
  - 5.3.4. Attention and Perception and their Subprocesses

- 5.4. Standardized Reading Tests
  - 5.4.1. Global Reading
  - 5.4.2. Reading Comprehension
  - 5.4.3. Reading Research
- 5.5. Standardized Writing Tests
  - 5.5.1. Access Routes to Lexicon
  - 5.5.2. Writing Composition
  - 5.5.3. Writing Research
- 5.6. Standardized Attention and Perception Tests
  - 5.6.1. Types of Tasks that Assess Each Attention Aspect: Sustained Attention, Divided Attention, Selective Attention
  - 5.6.2. Global Attention Assessment Tests
  - 5.6.3. Attention Research
- 5.7. Standardized Memory Tests
  - 5.7.1. Working Memory
  - 5.7.2. Other Types of Memory
  - 5.7.3. Memory Research
- 5.8. Basic Competency Assessment Tools for Elementary Education
  - 5.8.1. Test Kits for the First and Second Cycle of Elementary Education
  - 5.8.2. Competency Assessment Tools for Other Educational Levels
  - 5.8.3. Research Framework for Basic Skill Testing
- 5.9. Complementary Evaluation Protocols in the Educational Field
  - 5.9.1. Non-Formal Education Evaluation
  - 5.9.2. Competency Assessment in Higher Education
  - 5.9.3. Evaluation of Teaching Skills

## Module 6. Intervention Techniques

- 6.1. Beck's Cognitive Therapy
  - 6.1.1. Who Is Beck?
  - 6.1.2. Fundamentals of Cognitive Therapy
  - 6.1.3. Clinical Use
- 6.2. Problem-Solving Therapy
  - 6.2.1. Introduction to Problem-Solving Therapy
  - 6.2.2. Relevant Authors
  - 6.2.3. Clinical Use
- 6.3. Exposure Therapy
  - 6.3.1. Types of Exposure
  - 6.3.2. Relevant Authors
  - 6.3.3. Clinical Use
- 6.4. Modeling Techniques
  - 6.4.1. Origin of Modeling
  - 6.4.2. Techniques and Application
- 6.5. Ellis Rational Emotive Behavior Therapy
  - 6.5.1. Fundamentals of Rational Emotive Behavior Therapy
  - 6.5.2. Clinical Use
- 6.6. Humanistic Techniques
  - 6.6.1. Fundamentals of Humanistic Therapy
  - 6.6.2. Most Common Techniques
- 6.7. Cognitive-Behavioral Techniques
  - 6.7.1. Fundamentals of Rational Emotive Behavior Therapy
  - 6.7.2. Clinical Use
- 6.8. Gestalt Therapy
  - 6.8.1. Fundamentals of Gestalt Therapy
  - 6.8.2. Clinical Use



- 6.9. Piaget's School
  - 6.9.1. Fundamentals of Piaget's School
  - 6.9.2. Clinical Use
- 6.10. Mindfulness
  - 6.10.1. Origin of Mindfulness
  - 6.10.2. Mechanisms of Action
  - 6.10.3. Clinical Use

## Module 7. Treatment and Intervention of Child and Adolescent Psychopathologies

- 7.1. Factors Influencing Treatment Outcome
  - 7.1.1. Modulating Factors in Child Treatment
- 7.2. Treatment Modalities
  - 7.2.1. Introduction to the Treatment of Child and Adolescent Psychopathology
  - 7.2.2. Different Treatment Modalities for Children and Adolescents
- 7.3. Bandura's Vicarious Learning
  - 7.3.1. History of Bandura
  - 7.3.2. Bandura's Vicarious Learning Theory
- 7.4. Functional Analysis
  - 7.4.1. Introduction to Functional Analysis
  - 7.4.2. Functional Analysis in Psychological Therapy
- 7.5. Systemic Therapy
  - 7.5.1. Introduction to Systemic Therapy
  - 7.5.2. Systemic Therapy Today
- 7.6. Strategic Therapy and Constructivism
  - 7.6.1. Introduction to Strategic Therapy
  - 7.6.2. Introduction to Constructivism
- 7.7. Cognitive-Behavioral Therapy. Cognitive Restructuring
  - 7.7.1. Introduction to Cognitive-Behavioral Techniques
  - 7.7.2. Cognitive Restructuring Technique
  - 7.7.3. Cognitive Restructuring as a Treatment Nowadays

- 7.8. Solution-Focused Brief Therapy
  - 7.8.1. Introduction to Solution-Focused Brief Therapy
  - 7.8.2. Techniques and Clinical Use
- 7.9. Psychotherapeutic Techniques
  - 7.9.1. Introduction to Psychotherapeutic Techniques
  - 7.9.2. The Main Psychotherapeutic Techniques Today
- 7.10. Future Prospects for Treatment Planning
  - 7.10.1. New Prospects for Treatment in Childhood and Adolescence

## Module 8. Behaviour Modification

- 8.1. Main Theories and Authors
  - 8.1.1. Beginnings of Behavioral Theories
  - 8.1.2. Most Relevant Authors
- 8.2. Operant Techniques for Behavioral Enhancement
  - 8.2.1. What Behaviors Do We Want to Increase?
  - 8.2.2. Techniques to Increase Behavior
- 8.3. Operant Techniques for Acquisition
  - 8.3.1. What Behaviors Do We Want to Acquire?
  - 8.3.2. Development of Techniques to Facilitate the Acquisition of Behaviors
- 8.4. Techniques to Reduce or Eliminate
  - 8.4.1. What Behaviors Do We Want to Eliminate?
  - 8.4.2. Techniques to Reduce or Extinguish a Behavior
- 8.5. Token Economy Program
  - 8.5.1. Theoretical Basis for the Token Economy
  - 8.5.2. Its Use in the Classroom
  - 8.5.3. Its Clinical Use
- 8.6. Contingency Contracts
  - 8.6.1. Theoretical Principles of Contingency Contracts
  - 8.6.2. Application of Contingency Contracts
- 8.7. Most Common Operant Techniques
  - 8.7.1. Classical Operant Techniques
  - 8.7.2. Operant Techniques Oriented to Clinical Psychology

- 8.8. Latest Applications and Studies
  - 8.8.1. Neobehavioral Theories
  - 8.8.2. Main Authors
  - 8.8.3. Research Lines
- 8.9. Behavioral Assessment
  - 8.9.1. Behavioral Assessment Strategies
  - 8.9.2. Functional Analysis of Behavior

### Module 9. Intervention and Treatment in Clinical Child and Adolescent Psychology

- 9.1. Characteristics of Psychological Interventions in Children and Adolescents
  - 9.1.1. Main Features
- 9.2. Autism Spectrum
  - 9.2.1. Principles of the Autism Spectrum
  - 9.2.2. Assessment and Diagnosis
  - 9.2.3. Intervention and Treatment
- 9.3. Schizophrenia
  - 9.3.1. Basis of the Disease
  - 9.3.2. Assessment and Diagnosis
  - 9.3.3. Intervention and Treatment
- 9.4. Intervention in Obsessive-Compulsive Disorder
  - 9.4.1. Principles of the Disorder
  - 9.4.2. Assessment and Diagnosis
  - 9.4.3. Treatment Programs
- 9.5. Treatment Program for Social Phobia
  - 9.5.1. Common Treatment Programs for Social Phobia
  - 9.5.2. Treatments and Lines of Research
  - 9.5.3. Cognitive-Behavioral Intervention
- 9.6. Specific Phobia Treatment
  - 9.6.1. Diagnostic Characteristics of Specific Phobias
  - 9.6.2. Assessment
  - 9.6.3. Intervention and Treatment



- 9.7. Family Therapy
    - 9.7.1. Principles of Family Therapy
    - 9.7.2. Usefulness and Effectiveness
  - 9.8. Treatment of Sexual Disorders
    - 9.8.1. Assessment and Diagnosis of Sexual Disorders
    - 9.8.2. Non-Pharmacological Treatment for Sexual Disorders
  - 9.9. Treatment for Oppositional Defiant Disorder
    - 9.9.1. What is Oppositional Defiant Disorder?
    - 9.9.2. Assessment and Diagnosis of Oppositional Defiant Disorder
    - 9.9.3. Intervention and Treatment
  - 9.10. Treatment of Addictions
    - 9.10.1. Concept of Addiction
    - 9.10.2. Components of Addiction
    - 9.10.3. Intervention Programs
- Module 10. Treatment Programs**
- 10.1. Depression and Anxiety
    - 10.1.1. Introduction to the Treatment of Depression and Anxiety in Child and Adolescent Clinic
    - 10.1.2. Intervention in Depression and Anxiety in Children
  - 10.2. ADHD
    - 10.2.1. Introduction to ADHD Treatment
    - 10.2.2. Intervention in ADHD in Children
  - 10.3. Personality Disorders
    - 10.3.1. Introduction to the Treatment of Personality Disorders
    - 10.3.2. Intervention in Personality Disorders in Children and Adolescents
  - 10.4. Bipolar Disorder
    - 10.4.1. Introduction to Bipolar Disorder and its Treatment
    - 10.4.2. Intervention of Bipolar Disorder in Childhood and Adolescence
  - 10.5. Eating Disorders
    - 10.5.1. Introduction to the Treatment of Eating Disorders in the Child and Adolescent Population
    - 10.5.2. Intervention of Eating Disorders in Minors
  - 10.6. Sleep Disorders
    - 10.6.1. Introduction to the Treatment of Sleep Disorders in Minors
    - 10.6.2. Sleep Disorders Intervention
  - 10.7. Disruptive Behavior Disorders
    - 10.7.1. Introduction and Relevance to the Treatment of Disruptive Behavior Disorders in Minors
    - 10.7.2. Intervention of Behavioral Disorders in Childhood and Adolescence
  - 10.8. Excretory Disorders
    - 10.8.1. General Aspects of Excretory Disorders and their Treatment
    - 10.8.2. Intervention of Excretory Disorders in Minors
  - 10.9. Dissociative Disorders and Psychosomatic Disorders
    - 10.9.1. Relevance of Dissociative Disorders and Psychosomatic Disorders in Childhood and Adolescence
    - 10.9.2. Intervention and Treatment of Dissociative and Psychosomatic Disorders in Minors
  - 10.10. Stress Disorders
    - 10.10.1. General Overview of Stress-Related Disorders
    - 10.10.2. Intervention of Stress Disorders in the Child and Adolescent Population



*Do you have children with ADHD in your classroom? Learn about the latest advances in applied psychological treatments with this Professional Master's Degree"*

05

# 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.





“

*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 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.*

“

*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.



06

# Certificate

The Professional Master's Degree in Child and Adolescent Psychology guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Technological University.



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

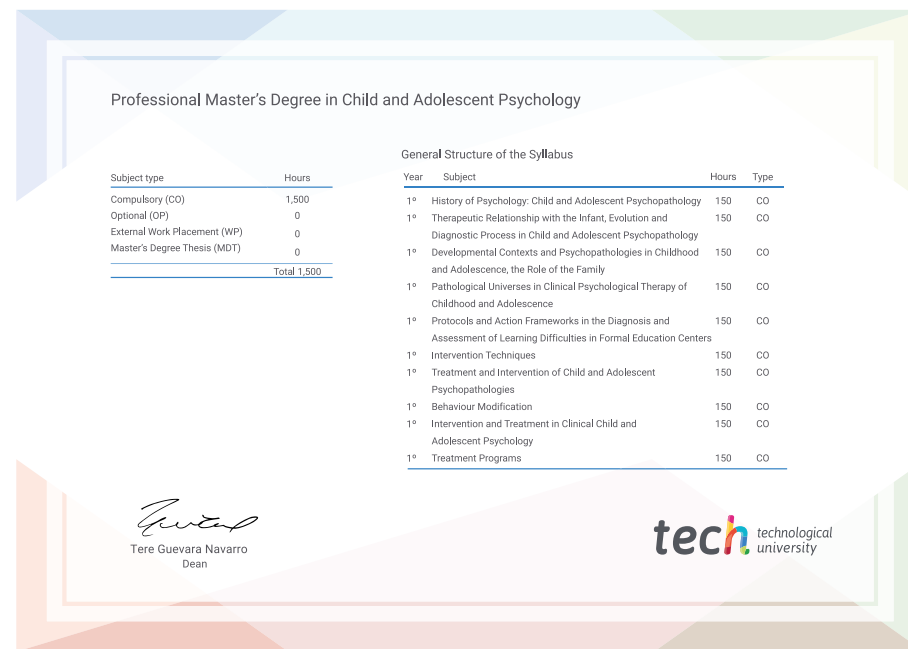
This **Professional Master's Degree in Child and Adolescent Psychology** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Child and Adolescent Psychology**

Official N° of hours: **1,500 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate 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  
development language  
virtual classroom



## Professional Master's Degree

### Child and Adolescent Psychology

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Professional Master's Degree Child and Adolescent Psychology