Professional Master's Degree
Child and Adolescent Psychopathology

tech technological university

tech technological university

Professional Master's Degree
Child and Adolescent Psychopathology

- 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-psychopathology**

Index

01 Introduction p. 4

02 Objectives p. 8

03 Skills p. 14

04 Structure and Content p. 18

05 Methodology p. 28

06 Certificate p. 36

01

Introduction

Teachers play a leading role in the diagnosis of the different psychopathologies that can occur in children and young patients, since, apart from sharing a lot of time with them on a daily basis, they know in detail their academic evolution, as well as the pedagogical aspects that need to be improved. For this reason, having a specialization that allows you to know in detail the characteristics of the conditions, disorders and deficits related to the neurodevelopment of children and young people will contribute to their early diagnosis, as well as to the curricular adaptation for these students. For that reason, TECH has created this program, in order for you to develop specialized knowledge about this area in a comprehensive and intensive way, through a 100% online academic experience. Thus, you will be able to confirm yourself as an expert even more committed to the optimal development of the totality of students.

Do you suspect that one of your students suffers from some kind of psychopathology? With this Professional Master's Degree, you will be able to specialize in this area, acquiring the most exhaustive knowledge in a 100% online way"

As we know nowadays, the early diagnosis of the different types of psychopathologies known and the combined intervention of psychology and pedagogy professionals with teachers can mean a positive and significant progress in the child or adolescent. However, teachers must have detailed knowledge of the different types of pathologies that exist and occur more frequently, in order to know how to act quickly and effectively in such situations.

For this purpose, this Professional Master's Degree in Child and Adolescent Psychopathology has been developed, a comprehensive multidisciplinary program with which the teaching professionals can delve into the different aspects of this field, acquiring specialized knowledge that will positively influence their diagnostic criteria. It is a degree that includes 1,500 hours of the best practical and additional theoretical content, developed over 12 months and presented in a convenient and accessible 100% online format compatible with any electronic device with internet connection.

The syllabus of this Professional Master's Degree includes in-depth treatment of the evolutionary and psychopathological contexts in childhood and adolescence, as well as the important role of families in their development In addition, it delves into the different universes that can occur in these students, from the most common disorders to the comorbidities that can result from their condition.

In this way, it will be possible to broaden knowledge and improve teaching skills, aspects that will not only help to adapt the syllabus to each case, but will also benefit the student in a significant way. In addition, hundreds of hours of additional high-quality material will be available to delve into the aspects of the syllabus that are considered more important, so you will attend a comprehensive, modern and personalized program adapted to your needs.

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

- Development of practical cases presented by experts in Psychology and Magisterium
- 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

A program that will help you become a teacher more committed to the educational development of your students with difficulties"

You will have 1,500 hours of the best theoretical, practical and additional content, thanks to which you will obtain from this Professional Master's Degree the most comprehensive knowledge on Child and Adolescent Psychopathology"

You will have a specific module dedicated to autism spectrum disorder, so that you can learn about this pathology in detail and adapt your classes to its characteristics.

You will delve into the different psychopathological universes in childhood and adolescence, with special emphasis on the characteristics of each of them.

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 throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

The objective of this Professional Master's Degree is to provide students with all the academic tools that will enable them to achieve their own goals in their professional sector. TECH and its team of experts have invested dozens of hours in creating a complete, up-to-date, comprehensive and top-quality qualification, adapted to the most demanding market specifications. Therefore, with its completion, the student will have achieved all the necessary skills to know in detail the most significant aspects of Child and Adolescent Psychopathology and the importance of the teaching professional in its diagnosis and evolution.

A program designed for you to surpass your highest objectives thanks to its exhaustive, modern, dynamic design and adapted to the latest developments in Psychopathology and teaching"

General Objectives

- Manage current knowledge of childhood and adolescent disorders in the field of mental and social health
- Identify the agents that coexist with the child and adolescent, and discover their incidence on the subjects psychopathology
- Develop the mastery of the Time Limited Psychotherapy model within the framework of third generation Psychotherapies
- Describe the protocols of the intervention programs with this type of patients (children and adolescents), taking into account the characteristics and aspects of these ages
- Identify the evolution of the different disorders listed in the DSM Fifth or ICD-10
- Describe with decision protocols the individualized study of the child and adolescent to perform a rigorous psychopathological study
- Use decision trees to permanently perform differential diagnosis
- Frame all the information within a multidisciplinary framework model in the study of the biopsychosocial framework of the child and adolescent

Whatever your expectations are, with this Professional Master's Degree, you will be able to surpass even the most ambitious goals"

Specific Objectives

Module 1. History of Psychology: Child and Adolescent Psychopathology

- Get to know the Most Influent Psychological Currents of the History of this Discipline
- Study and know how Child and Psychopathology psychology emerged 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
- Study the influential theories of child development in relation to their influence on childhood and adolescent psychopathology

Module 2. Therapeutic Relation with the Child Assessment and Diagnosis Process in Child and Adolescent Psychopathology

- Get to know the process of the therapeutic relationship with the child and adolescent and gain knowledge about the most appropriate forms of communication for the success of therapy in the child and adolescent stage
- Know the assessment and 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 child and adolescent 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"
- Know 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 child and adolescent mental health

Module 4. 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 childhood stage
- Know the diagnostic criteria of the pathological universes according to the DSM-V
- Learn the characteristics of the childhood 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 5. Pathological Universes in Childhood and Adolescence II

- Explore other pathological universes such as gender dysphoria, paraphilic disorders or other problems subject to clinical attention
- Deepen into personality disorders according to DSM-V
- Differentiate the different characteristics of the most common disorders and pathologies in childhood and adolescence
- Analyze cases of child abuse and neglect, as well as child sexual abuse
- Examine the current perspective on gender dysphoria

Module 6. Intelligence

- Know the history of the concept of intelligence
- Study and differentiate the authors and their theories on intelligence
- Investigate intervention programs related to learning abilities
- Know the method of evaluation and diagnosis of intelligences
- Know and differentiate the concept of intellectual disability and high abilities

Module 7. 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
- Personality disorders in childhood and adolescence
- Study the personality universe in the child and adolescence stage

Module 8. Autism Spectrum Disorder

- Know the changes that have occurred in the diagnostic categorization of disorders on the autism spectrum
- Study the myths and truths of autism that exist in the world and that can cause stereotyping in children with ASD
- Knowing the possible theories on the origin of ASD
- Study the main intervention methods for children with ASD
- Learn the importance of early diagnosis in children with ASD

Module 9. Other 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

Module 10. Treatment and Intervention of Child and Adolescent Psychopathologies. General Treatment Principles

- Know and study the main treatments for 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

03

Skills

This Professional Master's Degree has been designed in such a way that the students will be able to work on the improvement of their skills through the comprehensive knowledge of the area; in this case, Child and Adolescent Psychopathologies, and the practice through the resolution of real cases Thus, you will attend a highly capacitating educational experience that will significantly influence your professional development, which will be reflected in the specialization and quality of your classes with students who require personalized attention

A program that includes real student situations, so that you can perfect your skills through practice and in a dynamic way"

General Skills

- Manage the child and adolescent psychopathology to create a framework of security in the diagnosis and subsequent prognosis
- Master the relationship in order to achieve an adequate bond to obtain the necessary information to carry out the diagnosis
- Connect with the children and adolescents to determine the most relevant agents in their history and from there to obtain their clinical history
- Appreciate all the elements of communication in order to know not only what the patients expresses, but also what they feel and perceive
- Describe the different models that explain the state of the patient in order to make decisions regarding the psychopathological situation of the patient
- Identify the different criteria that currently establish the expression of psychological illness in order to establish an adequate intervention in the patient
- Describe and propose clinical expressions that, although not listed in diagnostic manuals, are common in everyday clinical practice, in order to have an adequate psychopathological study
- Master the multidisciplinary relationship to help and assist with the knowledge of other professionals, and perform a psychopathological analysis according to the patient's reality

Specific Skills

- Generate an adequate link to enable the psychopathological study of the child or adolescent
- Preparation and master the relationship at the first meeting with the child or adolescent
- Develop the therapeutic relationship from the first session as an authority
- Identify the point at which you have to set limits for the patient
- Find out the patient's emotional memories
- Dominate and manage the relationship until it becomes a referential person
- Describe and specify the inheritance of the patient's conflict
- Find out and promote the child's or adolescent's psychic fabric
- Identify the experiential core of the patient
- Establish in the relationship the concepts of accompaniment, containment and escort
- Understand and manage the current symptoms of the Child and Adolescent Psychopathology
- Develops protocols that differentiate the child and adolescent healthy and developmental aspects from illness aspects
- Identify intrapsychic conflicts and emotional schemes of the patient
- Differentiate the etiologies of mental disorders in children and adolescents
- Describe the emotions felt by the patients and the actors around them
- Discover the masks and expressions of psychic illness in childhood and adolescence
- Understand and master the techniques of staging, rescue and outcome of the evaluation process
- Identify and promote the expression of corrective emotional experiences
- Elaborate and develop the possible type of child that is the patient

04

Structure and Content

TECH invests hundreds of hours in the development of each of its programs. For this reason, its qualifications are the result of the effort and perseverance of a team of experts who always strive to create the best content, adapted to the specifications of the sector, market demand and the immediate relevance of the subject matter. All of this is compiled in a convenient and accessible 100% online program that gives students the opportunity to organize their academic experience in a personalized way that is perfectly compatible with their work and personal life.

Thanks to this Professional Master's Degree, you will be able to make different syllabus adaptations according to the psychopathologies of your students"

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 Relation with the Child. Assessment and Diagnosis Process in Child and Adolescent Psychopathology

2.1. Therapeutic Relationship with Children and Adolescents
- 2.1.1. Infant and Adolescent Characteristics
- 2.1.2. Establishment of a Therapeutic Alliance with the Minor
- 2.1.3. 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. Evaluation and Diagnosis Process in Childhood: Phases
- 2.3.1. The Assessment Process in the Childhood and Adolescence Stage
- 2.3.2. Diagnosis in Childhood and Adolescence

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 mistakes
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 Evaluation
  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 Child 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
  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 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 and Related Disorders
- 4.3.1. What are Bipolar 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 "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 Other Related Disorders
- 4.6.2. Disorders Included in the Diagnostic Category of "Obsessive-Compulsive 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 "Trauma- and Stressor-Related Disorders"

4.8. Dissociative Disorders
- 4.8.1. Characteristics of Dissociative Disorders
- 4.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"

4.9. Somatic Symptom Disorders and Related Disorders
- 4.9.1. What are Somatic Symptom Disorders and Related Disorders?
- 4.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
- 4.9.3. Evidence and Data of Relevance on Factitious Disorder as Applied to Another (in Children and Adolescents)

4.10. Eating and Food Ingestion 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 Data on Eating and Food Intake Disorders in Adolescence

Module 5. Pathological Universes in Childhood and Adolescence II

5.1. Excretory Disorders
- 5.1.1. What are Called "Excretion Disorders"?
- 5.1.2. Types of Excretion Disorders

5.2. Sleep-Wake Disorders
- 5.2.1. Common Characteristics of Sleep-Wake Disorders
- 5.2.2. Disorders Sleep-Wake Disorders Included in the Diagnostic Category "Sleep-Wake Disorders"

5.3. Gender Dysphoria
- 5.3.1. Gender Dysphoria
- 5.3.2. Relevant Situations of the Gender Factor in the Childhood and Adolescence
- 5.3.3. How do Today's Children Experience Sexual Problems?

5.4. Disruptive, Impulse-Control and Behavioral Disorders
- 5.4.1. Types of Disruptive, Impulse-Control and Behavioral Disorders
- 5.4.2. Common Problems Fear-Related with Behavioral Management of Infants in Psychological Therapy

5.5. Substance Abuse and Addictive Disorders
- 5.5.1. What are the disorders related to substance abuse and addictive disorders?
- 5.5.2. Disorders Included in the Diagnostic Category of "Disorders Related to Substances and Addictive Disorders

5.6. General Personality Disorder
- 5.6.1. Personality Theories
- 5.6.2. General Personality Disorder According to DSM-V

5.7. Paraphilic Disorders
- 5.7.1. Paraphilic Disorders
- 5.7.2. Incidence of Paraphilic Disorders in Childhood and Adolescence

5.8. Other Problems that can be Targeted Clinical Care
- 5.8.1. Parent-Child Relationship Problems and Sibling Relationship Problems
- 5.8.2. Child Abuse and Neglect. Sexual Abuse

Module 6. Intelligence

6.1. History and Introduction to the Concept of Intelligence
- 6.1.1. The Concept of Intelligence
- 6.1.2. First Works on Intelligence

6.2. Multiple intelligences
- 6.2.1. Concept of Multiple Intelligences
- 6.2.2. Theory of Multiple Intelligences

6.3. Emotional Intelligence
- 6.3.1. What is Emotional Intelligence?
- 6.3.2. Main Theories on Emotional Intelligence
- 6.3.3. Daniel Goleman's Figure

6.4. Assessment and Diagnosis
- 6.4.1. Evaluation and Diagnosis of Intelligence
- 6.4.2. Major Instruments for Measuring Intelligence

6.5. Intellectual Disability
- 6.5.1. Concept of Intellectual Disability and Comorbidity with Other Mental Health Conditions
- 6.5.2. Evaluation and Diagnosis of Intellectual Disability

6.6. Learning Disorders
- 6.6.1. What are Learning Disorders?
- 6.6.2. Main Learning Disorders
- 6.6.3. Assessment and Diagnosis of Learning Disorders

6.7. High Abilities: Differential Diagnosis
- 6.7.1. Introduction to the Concept of High Abilities
- 6.7.2. Differential Diagnosis
- 6.7.3. High Abilities in Autism

6.8. Intervention Programs
- 6.8.1. Principles of the Intervention Programs Related to Intelligence and Learning Disorders
- 6.8.2. Intervention Programs

Module 7. Personality Disorders in Childhood and Adolescence

7.1. Paranoid Personality Disorder
- 7.1.1. Introduction to Paranoid Personality Disorder
- 7.1.2. Diagnostic Criteria
- 7.1.3. Paranoid Personality in Childhood

7.2. Schizoid Personality Disorder
- 7.2.1. Introduction to Schizoid Personality Disorder
- 7.2.2. Diagnostic Criteria
- 7.2.3. Schizoid Personality in Childhood and Adolescence

7.3. Schizotypal Personality Disorder
- 7.3.1. Introduction to Schizotypal Personality Disorder
- 7.3.2. Diagnostic Criteria
- 7.3.3. Schizotypal Personality in Minors. How It Differs from Adult Neuropathology

7.4. Borderline Personality Disorder
- 7.4.1. Introduction to Borderline Personality Disorder
- 7.4.2. Diagnostic Criteria
- 7.4.3. Borderline Personality in Childhood and Adolescents

7.5. Narcissistic Personality Disorder
- 7.5.1. Introduction to Narcissistic Personality Disorder
- 7.5.2. Diagnostic Criteria
- 7.5.3. Narcissist Personality in Children

7.6. Antisocial Personality Disorder
- 7.6.1. Introduction to Antisocial Personality Disorder
- 7.6.2. Diagnostic Criteria
- 7.6.3. Antisocial Personality in Minors

7.7. Histrionic Personality Disorder
- 7.7.1. Introduction to Histrionic Personality Disorder
- 7.7.2. Diagnostic Criteria
- 7.7.3. Histrionic Personality in Childhood and Adolescence

7.8. Avoidant Personality Disorder
- 7.8.1. Introduction to Avoidant Personality
- 7.8.2. Diagnostic Criteria
- 7.8.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage

7.9. Dependent Personality Disorder
- 7.9.1. Introduction to Dependent Personality
- 7.9.2. Diagnostic Criteria
- 7.9.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage
- 7.9.4. Implications of the Dependent Personality in Adulthood

7.10. Obsessive-Compulsive Personality Disorder
- 7.10.1. Introduction to the Concept of Obsessions and Compulsions
- 7.10.2. Concept of Compulsive Personality Disorder and Diagnostic Criteria
- 7.10.3. Obsessive-Compulsive Personality in Childhood

Module 8. Autism Spectrum Disorder

8.1. History and Evolution of the Autism Spectrum Disorder
- 8.1.1. Autism Spectrum throughout History
- 8.1.2. The Autism Spectrum Today

8.2. Myths About the Autism Spectrum Disorder
- 8.2.1. Myths and Stereotypes on ASD
- 8.2.2. The Truth About ASD
- 8.2.3. Discrimination against patients with ASD vs. patients with Down Syndrome

8.3. Etiology and Diagnostic Categorization of Autism Spectrum Disorder
- 8.3.1. Introduction to Etiology of ASD
- 8.3.2. Main Theories on the Origin of ASD
- 8.3.3. Categorization of ASD According to the DSM-5
- 8.3.4. Positions on DSM-V Categorization

8.4. Family Atmosphere in the Psychopathology of the Autism Spectrum: Consequences, Family Adaptation
- 8.4.1. Introduction to the Role of the Family in the Development of Children with ASD
- 8.4.2. Protective and Risk Factors in the Family
- 8.4.3. Consequences in the Family When a Member Has ASD

8.5. Evaluation Instruments for Diagnosis in Autism Spectrum Disorders
- 8.5.1. Introduction to Assessment and Diagnosis of ASD
- 8.5.2. Main Evaluation Instruments for the Diagnosis of ASD
- 8.5.3. New Lines of Research

8.6. Comorbidity and Differential Diagnosis
- 8.6.1. Introduction
- 8.6.2. ASD Comorbidity
- 8.6.3. ASD Differential Diagnosis

8.7. Intervention Method in Clinical Cases in Children and Adolescents With ASD
- 8.7.1. Introduction to Intervention in ASD
- 8.7.2. Main Intervention Methodologies

8.8. The Role of Early Care
- 8.8.1. What is Early Care?
- 8.8.2. Early Care in ASD

8.9. Intellectual Deficit and Autism Spectrum Disorders
- 8.9.1. Introduction to the Concept of Intellectual Deficit
- 8.9.2. Relationship Between ASD and Intellectual Deficit

Module 9. Other Related Problems

9.1. Anger and Aggressiveness Problems
- 9.1.1. Introduction to Anger and Aggressiveness Problems
- 9.1.2. Anger and Aggressiveness Problems in the Psychological Consultation

9.2. Substance Addiction Problems
- 9.2.1. Introduction to Substance Addiction
- 9.2.2. The Problems of Substance Abuse in Minors
- 9.2.3. Substance Abuse Fads in Minors

9.3. Substance Addiction Problems (TIC)
- 9.3.1. Introduction to ICTs
- 9.3.2. Addiction to ICTs in Minors

9.4. Problems Derived from ICT
- 9.4.1. Major Problems Derived from ICT

9.5. Emotional Problems in Childhood and Adolescence
- 9.5.1. Introduction to Emotions
- 9.5.2. Emotions in Childhood and Adolescence
- 9.5.3. Major Emotional Problems in Childhood and Adolescence

9.6. Self-Esteem and Self-Concept Problems
- 9.6.1. Introduction to the Concept of Self-Esteem and Self-Concept
- 9.6.2. Major Self-Esteem and Self-Concept Problems

9.7. Suicide in Childhood and Adolescence
- 9.7.1. Introduction to Suicide
- 9.7.2. Suicide in the Childhood and Adolescence Stage

9.8. Characteristics of Oppositional Defiant in Children and Adolescents
- 9.8.1. Introduction to Oppositional Defiant Disorder
- 9.8.2. Major Characteristics of Oppositional Defiant in Children and Adolescents
- 9.8.3. Major Characteristics of Oppositional Defiant in Adolescents

9.9. The Most Common Neurodevelopment Conditions
- 9.9.1. Introduction the Neurodevelopment Conditions
- 9.9.2. Neurodevelopment Conditions in Minors

Module 10. Treatment and Intervention of Child and Adolescent Psychopathologies. General Treatment Principles

10.1. Factors Influencing Treatment Outcome
- 10.1.1. Modulating Factors in Child Treatment

10.2. Treatment Modalities
- 10.2.1. Introduction to the Treatment of Child and Adolescent Psychopathology
- 10.2.2. Different Treatment Modalities for Children and Adolescents

10.3. Bandura's Vicarious Learning
- 10.3.1. History of Bandura
- 10.3.2. Bandura's Vicarious Learning Theory

10.4. Behavior Modification Techniques
- 10.4.1. Introduction to Behavior Modification
- 10.4.2. Main Behavior Modification Techniques
- 10.4.3. Behavior Modification Techniques at Present

10.5. Functional Analysis
- 10.5.1. Introduction to Functional Analysis
- 10.5.2. Functional Analysis in Psychological Therapy

10.6. Systemic Therapy
- 10.6.1. Introduction to Systemic Therapy
- 10.6.2. Systemic Therapy Today

10.7. Strategic Therapy and Constructivism
- 10.7.1. Introduction to Strategic Therapy
- 10.7.2. Introduction to Constructivism

10.8. Cognitive Restructuring
- 10.8.1. Introduction to Cognitive Restructuring
- 10.8.2. Cognitive Restructuring as a Treatment Nowadays

10.9. Future Prospects for Treatment Planning
- 10.9.1. New Prospects for Treatment in Childhood and Adolescence

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 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.

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:

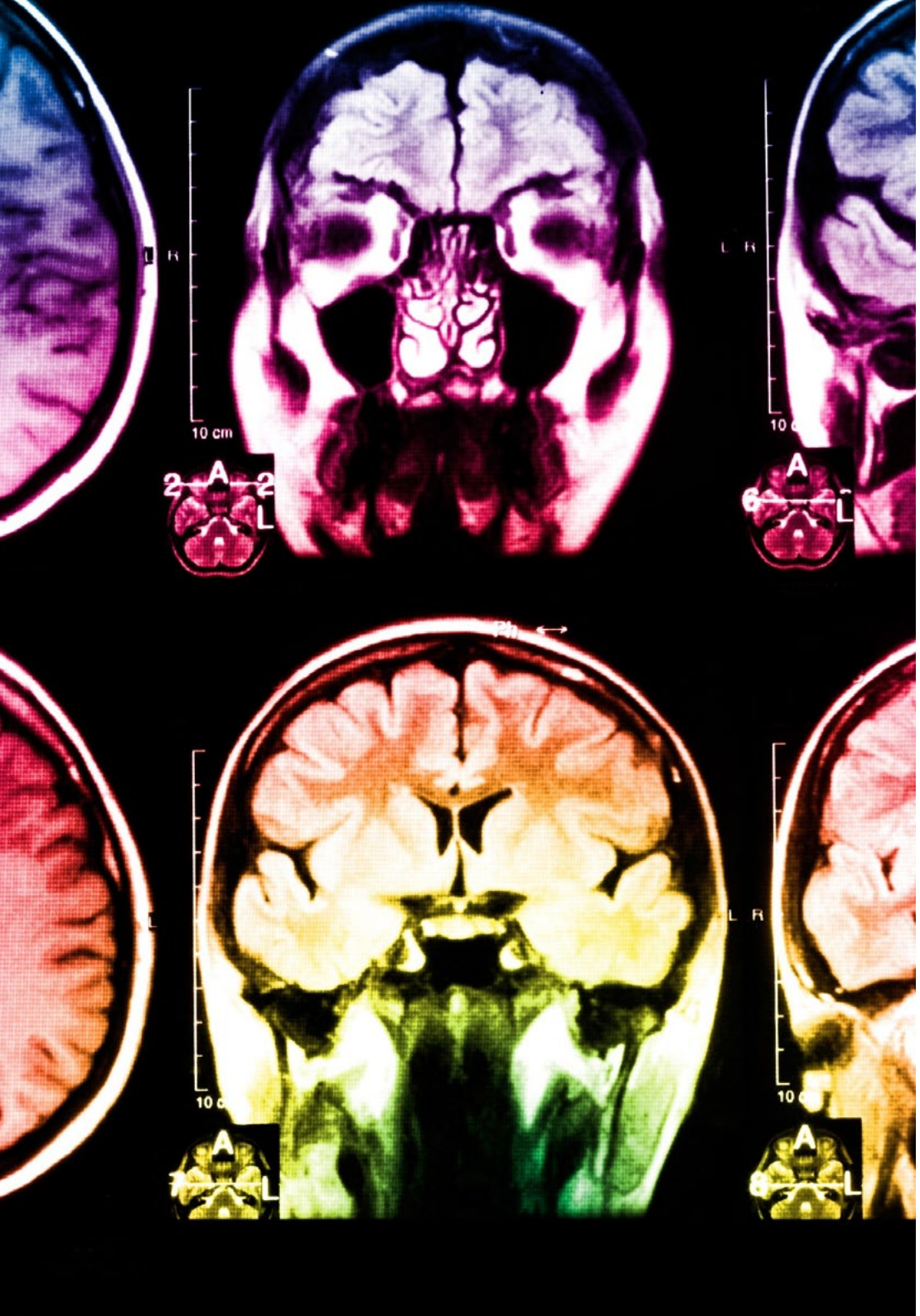
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

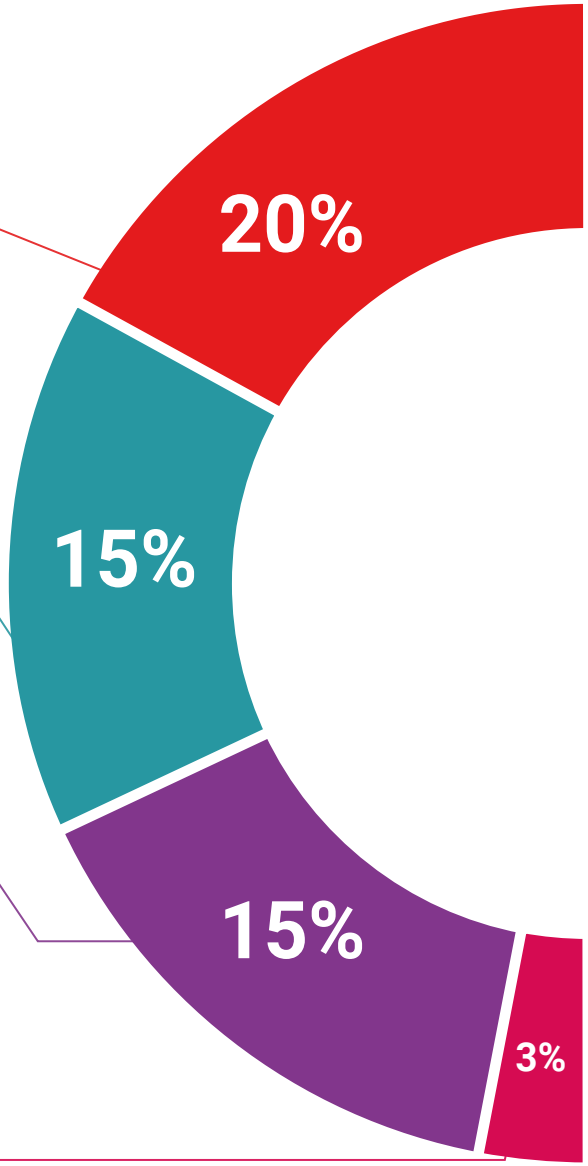
Interactive Summaries

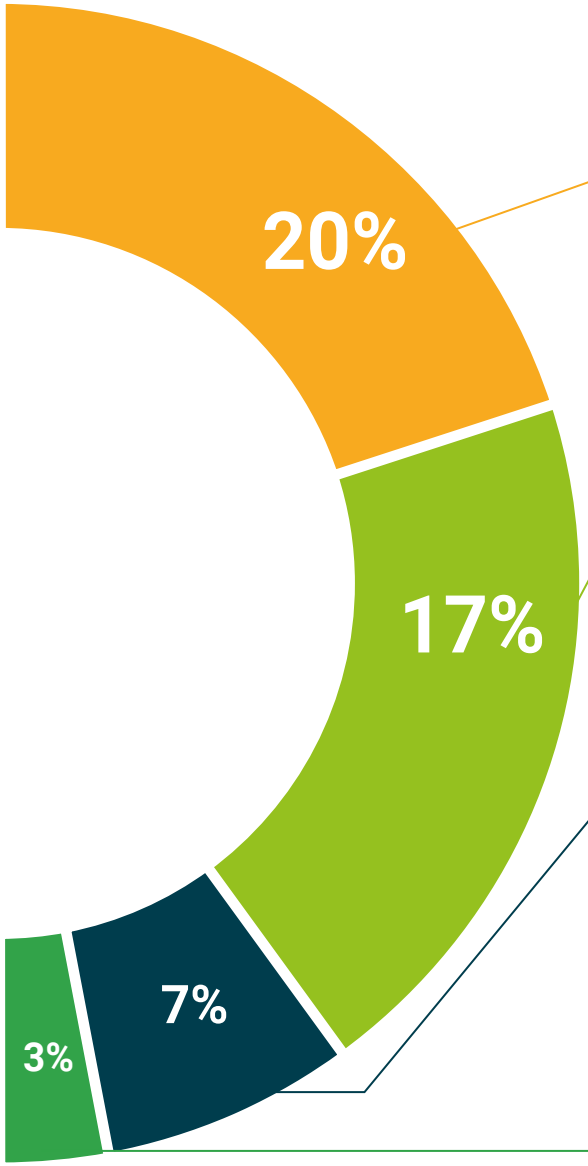
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Psychopathology 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.

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 Psychopathology** 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 Psychopathology**

Official Nº of Hours: **1,500 h.**

tech technological university

Awards the following

CERTIFICATE

to

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

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Child and Adolescent Psychopathology

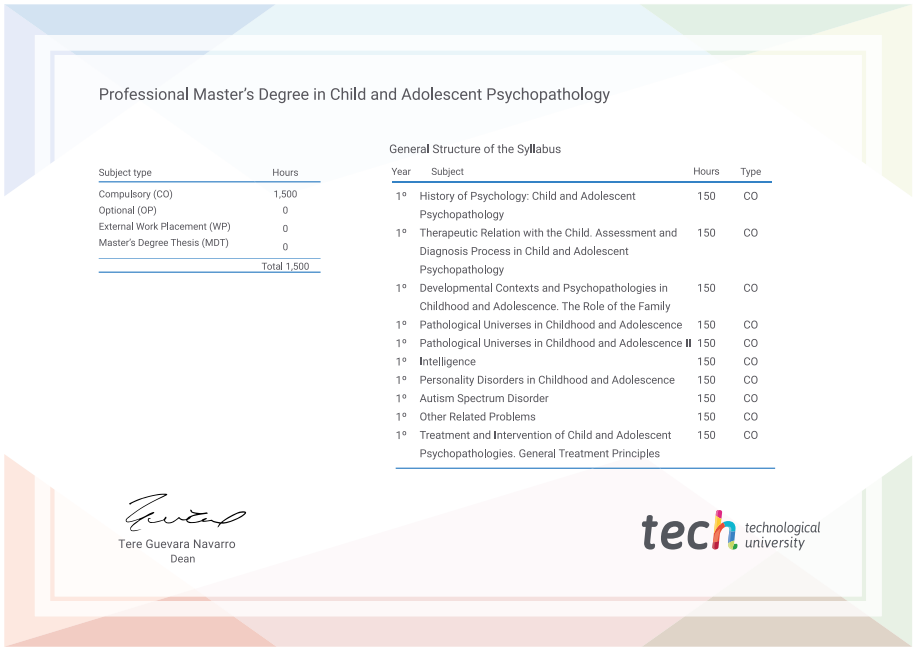
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Child and Adolescent Psychopathology

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	History of Psychology: Child and Adolescent Psychopathology	150	CO
1º	Therapeutic Relation with the Child. Assessment and Diagnosis Process in Child and Adolescent Psychopathology	150	CO
1º	Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family	150	CO
1º	Pathological Universes in Childhood and Adolescence	150	CO
1º	Pathological Universes in Childhood and Adolescence II	150	CO
1º	Intelligence	150	CO
1º	Personality Disorders in Childhood and Adolescence	150	CO
1º	Autism Spectrum Disorder	150	CO
1º	Other Related Problems	150	CO
1º	Treatment and Intervention of Child and Adolescent Psychopathologies. General Treatment Principles	150	CO

Tere Guevara Navarro
Dean

tech technological university

*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.

tech technological university

Professional Master's Degree

Child and Adolescent Psychopathology

- 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 Psychopathology

tech technological university