

Advanced Master's Degree Clinical Psychiatry





Advanced Master's Degree Clinical Psychiatry

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/advanced-master-degree/advanced-master-degree-clinical-psychiatry

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01

Introduction

Psychiatric disorders are increasingly present in society, making them one of today's greatest health challenges. For that reason, this discipline is undergoing numerous advances as it continually seeks to incorporate new diagnostic methods and treatments. In order to keep up with these advances, the specialist needs to be up-to-date, and this program has been designed for that purpose. Therefore, throughout the program, the psychiatrist will be able to delve into the latest developments in fields such as psychosomatic paidopsychiatry or body dysmorphic disorder. All this, through an online learning system that will adapt to the professional circumstances of the physician, allowing him/her to study as, when and where he/she chooses.



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With this program, you will learn about the latest developments in clinical psychiatry, delving into issues such as molecular genetics applied to child psychiatry"

The current major advances in psychiatry and child psychiatry are motivated by the enormous prevalence of this type of disorders in the population. Therefore, in response to this problem, new treatments and diagnostic techniques have been developed, so that the discipline has become even more precise in recent years. This situation demands, on the part of the professionals, an immediate update that allows them to incorporate the best procedures in the psychiatric field into their work.

This Advanced Master's Degree, therefore, is presented as a great option to get up to date in the discipline, and offers the specialist the most advanced contents on issues such as childhood fear anxiety disorder, classification of sleep and wakefulness disorders, catatonia, impulse control disorders, childhood language psychopathology or premenstrual dysphoric disorder, among many others.

In this way, physicians will be able to integrate the latest innovations in clinical psychiatry into their daily practice, and they will do so through a 100% online teaching system that will allow them to study at the time and place of their choice. No uncomfortable commuting to an academic center. No rigid schedules. In addition, you will have at your disposal a teaching staff of enormous prestige in this health field, which will ensure that the professional is updated in a convenient and effective way.

This **Advanced Master's Degree in Clinical Psychiatry** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ Practical cases presented by experts in medicine
- ◆ 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 the self-assessment process can be carried out to improve learning
- ◆ Special emphasis on innovative methodologies in Psychiatry
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



The best educational technology will be at your disposal to update you quickly and effectively: case studies, interactive summaries, master classes, video techniques..."

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A teaching staff of great international prestige will accompany you throughout the learning process, ensuring that you keep up to date with the latest advances in psychiatry"

TECH's teaching system will allow you to continue developing your professional work without interruptions, studying whenever and wherever you decide.

This program will allow you to delve into aspects such as clinical management in psychiatry and neuroimaging studies.

Its teaching staff includes professionals from the field of medicine, who bring to this program the experience of their work, 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 an immersive educational experience designed to prepare students for real-life situations.

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



02 Objectives

This program has been designed to fulfill one main objective: to update the psychiatrist on the latest advances in the discipline, with emphasis on the most recent methods of diagnosis and treatment. Therefore, in order to achieve this goal, the physician will be able to enjoy in this Advanced Master's Degree the most up-to-date contents, a teaching staff of enormous international prestige and a highly efficient learning system designed for the practicing specialist.



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This program will allow you to achieve the objective of updating your knowledge in a way that is totally adapted to your professional circumstances”



General Objectives

- ◆ Improve clinical skills in interviewing, examination and diagnosis in psychiatry
- ◆ Provide skills and strategies for clinical management in psychiatry
- ◆ Keep physicians' knowledge of new advances in psychiatry up to date
- ◆ Master the skills for scientific research in psychiatry
- ◆ Improve professional communication skills
- ◆ Provide education for leadership in psychiatry
- ◆ Know the peculiarities of the development of different specific fields
- ◆ Know how to prevent and treat psychiatric epidemiology in the different stages of life
- ◆ Gain up-to-date knowledge of the therapeutic strategies in the latest advances in psychiatry
- ◆ Approach specific psychiatric problems
- ◆ Keep physicians' knowledge of new advances in childhood psychiatry up to date
- ◆ Master the skills for scientific research in Childhood and Adolescent Psychiatry
- ◆ Provide education for leadership in Childhood Psychiatry
- ◆ Highlight the crucial importance of the stages of development for adult human beings
- ◆ Master the assessment of psychopathologies in childhood and adolescence
- ◆ Gain a deeper understanding of the expertise in perinatal psychiatry
- ◆ Master the psychopathological complexes grouped in clinical syndromes that are present in childhood and adolescence
- ◆ Gain up-to-date knowledge of the therapeutic strategies in the latest advances in childhood and adolescence psychiatry
- ◆ Address the specific problems of liaison and interconsultation psychiatry in childhood and adolescence
- ◆ Acquire the necessary knowledge for the management of emergency situations in child and adolescent psychiatry
- ◆ Master community intervention in childhood psychiatry





Specific objectives

Module 1. Schizophrenia and Other Psychotic Disorders

- ◆ Gain in-depth knowledge of the tools for differential diagnosis and the treatments for the main psychotic disorders

Module 2. Mood Disorders

- ◆ Gain in-depth knowledge in order to create a treatment plan for mood disorders

Module 3. Anxiety or Fear-Related Disorders. Disorders Specifically Related to Stress. Dissociative Disorders

- ◆ Gain in-depth knowledge of the correct diagnosis oriented towards treatment
- ◆ Gain in-depth understanding of how anxiety disorders work

Module 4. Obsessive-Compulsive Disorder and Related Disorders

- ◆ Know the evolution of a framework in the classifications, as well as the pathophysiological data

Module 5. Eating Disorders

- ◆ Understand how to identify eating disorders early on
- ◆ Gain in-depth knowledge of how to handle this type of disorder

Module 6. Disorders Due to Substance Use or Addictive Behaviors

- ◆ Gain in-depth knowledge of addictions to various substances
- ◆ Update students' knowledge of behavioral addictions

Module 7. Personality Disorders and Related Features

- ◆ Delve into the framework and classifications, as well as the correct formulation of the diagnosis and therapeutic plan

Module 8. Neurocognitive Disorders

- ◆ Know the protocols for correct, early-on diagnosis, insisting on the differential diagnosis of potentially treatable disorders

Module 9. Sleep and Wakefulness Disorders

- ♦ Delve into the physiology of circadian cycles
- ♦ Assess the limits of normality and distinguish between primary and secondary sleep disorders

Module 10. Other Disorders

- ♦ Gain an in-depth and exhaustive perspective of mental health disorders

Module 11. Psychiatry in the Different Stages of Life

- ♦ Describe the genetic and biochemical bases of human beings
- ♦ Gain in-depth knowledge of the processes of psycho motor, cognitive and psychosocial development in the first stages of a human's life
- ♦ Access the knowledge and understanding of the different mental functions in the first stages of human life
- ♦ Know how to differentiate between the psychological disorders in the natural evolutionary changes
- ♦ Identify the factors that influence the integral development of the human being from the first stages of development
- ♦ Explain the contribution of the various scientific sources to the field of child and adolescent psychiatry and psychotherapy

Module 12. Clinical Syndromes in Childhood and Adolescent Psychiatry

- ♦ Define the main psychopathological and clinical contents that occur in childhood and adolescence
- ♦ Understand the specificities for the clinical presentation of the different developmental stages
- ♦ Delve into the methods of clinical diagnosis in the different psychopathological processes
- ♦ Perform a sychodiagnostics sequence in childhood and adolescence
- ♦ Perform a differential diagnosis taking into account the evolutionary stage of the patient
- ♦ Value the interest of interconsultation-liaison work in its different modalities
- ♦ Be aware of the criteria for establishing a correct differential diagnosis of the different clinical and psychopathological pictures that present themselves in childhood and adolescence

- ♦ Manage the different classification systems of mental disorders in childhood and adolescence, especially multi-axial types
- ♦ Describe the clinical assessment and diagnostic procedures in childhood and adolescence
- ♦ Gain sufficient skills for establishing differential diagnosis criteria in childhood and adolescence
- ♦ Adequately assess the multicausality and concausality of psychopathological and clinical disorders in childhood and adolescence
- ♦ Enhance the knowledge of new diagnostic methods in childhood and adolescence

Module 13. Psychopathology in Childhood

- ♦ Identify the treatment possibilities of psychopathological disorders in childhood and adolescence

Module 14. New Advances in Childhood Psychiatry

- ♦ Describe and respect bioethical approaches in childhood and adolescence
- ♦ Acquire the skills to deal with child patients
- ♦ Develop techniques to achieve the motivation and active participation of a child or adolescent patient in the diagnosis and intervention process
- ♦ Establish therapeutic guidelines for each type of disorder detected

Module 15. Liaison and Interconsultation Psychiatry: Psychosomatic Paidopsychiatry

- ♦ Elaborate the most appropriate treatment for the clinical picture diagnosed
- ♦ Design integrates therapeutic interventions

Module 16. Advances in Treatments in Child and Adolescent Psychiatry

- ♦ Gain skills in the relevant management of psychotropic drugs in childhood and adolescence
- ♦ Apply the principles of inter-institutional and community work to children and adolescents due to the specific peculiarities of children and youth institutions

**Module 17. Child and Adolescent Psychiatric Emergencies**

- ◆ Pragmatically approach emergency psychiatric situations in childhood and adolescence

Module 18. Professional Skills in Child Psychiatry

- ◆ Provide the professional with the ability to identify with the logic of the patient according to their age and the disorder
- ◆ Understand the scientific method applied a to research in psychiatry and psychotherapy in childhood and adolescence
- ◆ Become familiar with epidemiological and developmental psychopathology research procedures
- ◆ Perform research in the field of childhood and adolescence
- ◆ Develop protocols and tools that allow for intervention with safeguards
- ◆ Master the skills for efficient communication and establish leadership in Childhood Psychiatry
- ◆ Develop early detection and intervention plans in the perinatal period

Module 19. Clinical Management in Psychiatry

- ◆ Become familiar with the Public Health terminology applied to Mental Health
- ◆ Acquire the skills and strategies for clinical management in psychiatry

Module 20. Community Intervention in Childhood Psychiatry

- ◆ Understand the working of the social services
- ◆ Master knowledge of the childhood and adolescence peculiarities of medical-legal aspects in Childhood Psychiatry
- ◆ Design coordination protocols with adult mental health services
- ◆ Support and lead activities aimed at integration into the labor market
- ◆ Define the characteristics of intervention in schools

03 Skills

Throughout this Advanced Master's Degree in Clinical Psychiatry, the specialist will be able to update his skills in this medical field. Therefore, this program will provide you with new skills to diagnose, monitor and treat various disorders and pathologies in this field, while updating you on new advances in cross-cutting field such as clinical management or community intervention in child psychiatry.



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TECH provides you with the best tools to continue practicing your professional work according to the latest scientific evidence”

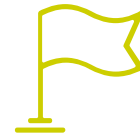


General Skills

- ◆ Master the necessary tools to practice psychiatry from an up-to-date perspective that takes into account the new perspectives of the profession
- ◆ Apply the acquired knowledge and problem-solving skills in current and global environments within broader and more complex clinical contexts
- ◆ Be capable of integrating knowledge and gaining an in-depth vision of the different types of psychiatric disorders that a patient could suffer from
- ◆ Know how to correctly diagnose each type of disorder in function with its symptoms
- ◆ Understand and internalize the extent of psychiatric disorders and their impact on today's society
- ◆ Be able to perform a critical analysis, evaluation and synthesis of new and complex ideas related to the field of applied psychiatry
- ◆ Be able to promote progress in the treatment of psychiatric disorders in professional contexts
- ◆ Master knowledge of psychopathologies in childhood and adolescence
- ◆ Use psychiatric epidemiology to prevent and treat illnesses
- ◆ Provide expert treatment of perinatal psychiatric problems
- ◆ Resolve specific problems of liaison and interconsultation psychiatry in childhood and adolescence
- ◆ Acquire skills for clinical interviews, examinations and diagnosis in Childhood Psychiatry
- ◆ Master the skills for scientific research in Childhood Psychiatry
- ◆ Master professional communication skills
- ◆ Develop leadership skills in childhood and adolescent psychiatry
- ◆ Integrate evidence-based medicine into daily practice
- ◆ Gain the skills to be able to offer psychological support
- ◆ Know how to update therapeutic plans to meet the most current standards



Thanks to this Advanced Master's Degree, you will enhance your knowledge of ADHD and autism in adults"



Specific Skills

- ◆ Be able to understand and work with different psychiatric disorders such as schizophrenia, delusional disorder or acute delusional disorder, among others
- ◆ Gain in-depth knowledge of the main changes in the evolution of the concept and therapeutic developments in mood disorders
- ◆ Know how to recognize anxiety disorders and work with them from primary care
- ◆ Know all the characteristics of Obsessive Compulsive Disorder and know how to treat it effectively
- ◆ Gain in-depth knowledge of the cultural, biological and social factors which have a direct effect on eating disorders
- ◆ Gain in-depth knowledge of the characteristics of different addiction that an individual could present
- ◆ Know the features related to personality disorders
- ◆ Know how to apply the protocols for a correct early diagnosis of neurocognitive disorders
- ◆ Understand the physiology of circadian cycles, evaluating the normal limits
- ◆ Acquire an in-depth and up-to-date perspective of eating disorders
- ◆ Keep physicians' knowledge of new advances in childhood psychiatry up to date
- ◆ Explain the epidemiology of mental disorders in childhood and adolescence
- ◆ Consolidate understanding on the usefulness of epidemiology: reality and prevention
- ◆ Master differential epidemiology in the prepubertal stage

- ♦ Master differential epidemiology in the adolescent stage
- ♦ Master the differential epidemiology of the young adult (or older adolescent)
- ♦ Master knowledge on the genetic advances in childhood psychiatry
- ♦ Understand the influence of genes in neurobiological development
- ♦ Recognize the genetic influences in normal and abnormal development of a child
- ♦ Identify genetic influences on the manifestations and characteristics of psychiatric disorders
- ♦ Differentiate between different chromosomal abnormalities: fragile X syndrome and other genetic syndromes
- ♦ Provide education to be able to perform genetic counseling within the norms of bioethics
- ♦ Update knowledge of neurochemistry applied to psychiatry
- ♦ Consolidate the importance of the neurochemistry of microglia and white matter
- ♦ Clarify the neurochemistry of rewards and neurochemical aversions to learning
- ♦ Understand the neurochemistry of aggression
- ♦ Master the neurochemistry of monoamines and their emotional impact
- ♦ Deepen understanding of the practical application of clinical psychophysiology and neurophysiology
- ♦ Approach the psychophysiology of appetite and satiety
- ♦ Frame the psychophysiology of reaction time
- ♦ Understand the psychophysiology of sleep
- ♦ Understand the psychophysiology of stress
- ♦ Clarify other practical aspects of psychophysiology
- ♦ Address the use of electrical brain stimulation
- ♦ Identify the usefulness of transcranial magnetic stimulation
- ♦ Deepen understanding of the relationship between psychiatry and endocrinology
- ♦ Master the skills for scientific research in psychiatry
- ♦ Gain in-depth knowledge of the bioethics of clinical research and of the professional/patient relationship
- ♦ Use Evidence-Based Medicine in childhood and adolescence
- ♦ Address the difficulties and implications of research in childhood mental health
- ♦ Acquire the ability to pose research questions
- ♦ Master the strategies for making scientific searches
- ♦ Consolidate knowledge of the phases of a research project
- ♦ Identify studies based on their design and type of study
- ♦ Know how to determine the study population
- ♦ Be capable of calculating the sample size
- ♦ Master the process of collecting samples
- ♦ Be able to analyze and manage the data
- ♦ Master the skills for efficient communication and establish leadership in Childhood Psychiatry
- ♦ Increase expertise in psychiatric medical report writing
- ♦ Internalize recommendations and keys to writing reports and articles
- ♦ Know the key points of articles to report research findings
- ♦ Master knowledge of the rules for writing scientific articles

- ◆ Write reports and articles for politicians and legislators
- ◆ Master skills for public presentations
- ◆ Develop the skills for appropriately structuring a presentation
- ◆ Acquire the ability to communicate to a wide audience
- ◆ Master knowledge of psychiatry in the different stages of life
- ◆ Understand social and personality development
- ◆ Know the importance of attachment
- ◆ Know the relevance of temperament/character
- ◆ Know the importance of play
- ◆ Highlight the development of self-esteem
- ◆ Understand personality development
- ◆ Gain a deeper understanding of expertise in perinatal psychiatry
- ◆ Address the importance of intrauterine developmental factors, feto-maternal interactions and the effects of stress
- ◆ Learn how to offer psychological support
- ◆ Learn how to offer support in assisted reproduction
- ◆ Learn how to offer support in at-risk pregnancies
- ◆ Learn how to offer support in prenatal diagnosis
- ◆ Address the importance of early detection and intervention in the perinatal period
- ◆ Identify the repercussions of depression in pregnancy: for the mother and the child
- ◆ Master knowledge of the secondary effects of medication and drugs during the prenatal period
- ◆ Deepen knowledge of the psychiatric factors which affect the birth
- ◆ Offer psychological support in the preparation for giving birth
- ◆ Offer psychological support in the premature births
- ◆ Offer psychological support in traumatic births
- ◆ Offer psychological support in perinatal deaths: for the mother or the child
- ◆ Highlight the importance of the early detection and intervention of perinatal problems
- ◆ Intervene in the Baby Blues and postpartum depression: in the mother and the child
- ◆ Intervening in postpartum psychosis
- ◆ Deepen understanding of the crucial importance of the stages of development for adult human beings
- ◆ Deepen understanding of the growing relevance of the first three years of life
- ◆ Master knowledge of the relevant factors for development in the pre-school stage
- ◆ Master knowledge of the relevant factors for development in the school-age stage
- ◆ Master knowledge of the relevant factors for development in puberty and adolescence
- ◆ Master knowledge of the relevant factors for development in the young adults
- ◆ Understand the relevant factors for building a family
- ◆ Understand the life cycle of the family
- ◆ Differentiate between the development phases of the family and the family roles
- ◆ Address the characteristics of the different specific areas of development

- ◆ Know how affective development occurs
- ◆ Know how cognitive development occurs
- ◆ Know how the development of attention, perception and memory occurs
- ◆ Know how communication development occurs
- ◆ Know how emotional intelligence development occurs
- ◆ Know how personality development occurs
- ◆ Know how language and speech development occurs
- ◆ Know how ethic development occurs
- ◆ Know how sexual development occurs
- ◆ Know how motor development occurs
- ◆ Master knowledge of psychopathologies in childhood
- ◆ Know and differentiate between the alterations of the psychopathology of consciousness
- ◆ Know and differentiate between the alterations of the psychopathology of attention
- ◆ Know and differentiate between the alterations of the psychopathology of memory
- ◆ Know and differentiate between the alterations of the psychopathology of perception
- ◆ Know and differentiate between the alterations of thought content disorders
- ◆ Know and differentiate between the alterations inherent to formal and thought control disorders
- ◆ Know and differentiate between the alterations of the psychopathology of language
- ◆ Know and differentiate between the alterations of the psychopathology of affectivity
- ◆ Know and differentiate the alterations inherent to psychomotor psychopathology



- ◆ Know and differentiate between the alterations of the psychopathology of sleep
- ◆ Know and differentiate between the alterations of the psychopathology of intelligence
- ◆ Know and differentiate between the alterations of the psychopathology of nutritional instinct
- ◆ Know and differentiate the alterations inherent to the psychopathology of a sex life
- ◆ Know and differentiate between the alterations of the psychopathology of impulsiveness
- ◆ Know and differentiate between the alterations of the psychopathology of aggression
- ◆ Know and differentiate between the alterations of the psychopathology of insight
- ◆ Master the psychopathological complexes grouped in clinical syndromes that are present in childhood and adolescence
- ◆ Understand and manage the different diagnostic taxonomies
- ◆ Know and diagnose the different pathologies derived from abuse or addiction problems
- ◆ Master knowledge of the problems of alcohol or drug abuse
- ◆ Master knowledge of behavioral addictions
- ◆ Master knowledge of the problems associated with suffering from dual pathology
- ◆ Know and diagnose the different pathologies derived from eating disorders
- ◆ Master knowledge of the diagnosis and treatment of anorexia nervosa
- ◆ Master knowledge of the diagnosis and treatment of bulimia nervosa
- ◆ Master knowledge of the diagnosis and treatment of binge eating disorder
- ◆ Master knowledge of the diagnosis and treatment of pica
- ◆ Master knowledge of the diagnosis and treatment of other childhood eating disorders

- ◆ Know and diagnose the different pathologies derived from environmental problems in childhood psychiatry
- ◆ Learn how to manage situations of school bullying
- ◆ Master knowledge of the diagnosis and treatment of adaptation disorders
- ◆ Master knowledge of the diagnosis and treatment of post-traumatic stress disorder (PTSD)
- ◆ Learn how to handle situations related to parental alienation syndrome (PAS)
- ◆ Master the diagnosis and treatment of somatoform disorders
- ◆ Master the diagnosis and treatment of reactive attachment disorder
- ◆ Know and diagnose the different pathologies included in mood disorders
- ◆ Master knowledge of the diagnosis and treatment of depression
- ◆ Master knowledge of the diagnosis and treatment of childhood grief
- ◆ Master knowledge of the diagnosis and treatment of bipolar disorder
- ◆ Know and diagnose the different pathologies included in anxiety disorders
- ◆ Master the diagnosis and treatment of childhood fears and simple phobias
- ◆ Master the diagnosis and treatment of selective mutism
- ◆ Master knowledge of the diagnosis and treatment of excessive anxiety disorder
- ◆ Master knowledge of the diagnosis and treatment of social anxiety disorder
- ◆ Master knowledge of the diagnosis and treatment of anxiety crises
- ◆ Know and diagnose autism and social communication disorder (pragmatic)
- ◆ Master the diagnosis and therapeutic orientation of autism
- ◆ Master the diagnosis and therapeutic orientation of social communication disorder (pragmatic)
- ◆ Know and diagnose the different pathologies included in behavioral disorders
- ◆ Master the diagnosis and treatment of ADHD
- ◆ Master knowledge of the diagnosis and treatment of pyromania
- ◆ Master the diagnosis and treatment of tics and Tourette's disorder
- ◆ Master the diagnosis and therapeutic orientation of oppositional defiant disorder (ODD)
- ◆ Master the diagnosis and therapeutic orientation of antisocial personality disorder
- ◆ Know and guide cases of psychopathy
- ◆ Know and diagnose the different pathologies derived from cognitive disorders
- ◆ Know and guide cases of borderline intellectual level
- ◆ Know and provide guidance on cases of intellectual disability
- ◆ Master the diagnosis and therapeutic orientation of childhood dementia
- ◆ Understand and diagnose disorders related to problems in controlling basic instincts
- ◆ Master the diagnosis and therapeutic orientation of cases of self-aggression
- ◆ Master the diagnosis and therapeutic orientation of hetero aggressiveness
- ◆ Master the diagnosis and treatment of encopresis
- ◆ Master the diagnosis and treatment of enuresis
- ◆ Know and guide cases of child and adolescent sexual problems
- ◆ Know and guide cases of atypical psychosexual development
- ◆ Master the diagnosis and treatment of parasomnias
- ◆ Master the diagnosis and treatment of dyssomnias

- ◆ Know and diagnose the different pathologies that are presented as hallucinatory-delusional disorders
- ◆ Master knowledge of the diagnosis and treatment of very early onset schizophrenia
- ◆ Master knowledge of the diagnosis and treatment of early onset schizophrenia
- ◆ Master the diagnosis and treatment of resistant schizophrenia
- ◆ Master the diagnosis and treatment of Obsessive Compulsive Disorder (OCD)
- ◆ Understand, diagnose and provide guidance personality disorders
- ◆ Understand and diagnose other disorders
- ◆ Understand, diagnose and provide guidance on learning disorders
- ◆ Understand, diagnose and provide guidance on speaking disorders
- ◆ Understand, diagnose and provide guidance on language disorders
- ◆ Understand, diagnose and provide guidance on reading disorders
- ◆ Understand, diagnose and provide guidance on motor skills disorders
- ◆ Understand and provide guidance on non-mental disorders
- ◆ Understand and provide guidance on obesity
- ◆ Understand and provide guidance on epilepsy
- ◆ Understand and provide guidance on acquired brain disorders
- ◆ Understand and provide guidance on disorders of encephalic origin
- ◆ Update the professional's therapeutic knowledge in the latest advances in childhood and adolescence psychiatry
- ◆ Know the different environmental treatments in depth
- ◆ Know the different behavioral treatments in depth
- ◆ Know about cognitive behavioral therapy in depth
- ◆ Know about the use of parent training in depth
- ◆ Know about family therapy (systemic) in depth
- ◆ Know about individual psychotherapy in depth
- ◆ Know about group psychotherapy in depth
- ◆ Know about psychoanalysis in depth
- ◆ Gain in-depth knowledge of the advances in pharmacological treatment
- ◆ Use the specific therapeutic protocols of each disorder or syndrome
- ◆ Deepen knowledge in the mechanisms of action of drugs
- ◆ Master knowledge of the secondary effects of drugs used in pediatric patients: undesirable effects and their treatment
- ◆ Master knowledge of the secondary effects of drugs used in pediatric patients: precautions, warnings, informed consent
- ◆ Know about the use of surgical treatment in child and adolescent psychiatry
- ◆ Know the existing evidence on sex reassignment surgery (SRS)
- ◆ Know the existing evidence on the use of neurosurgery
- ◆ Know the different technological treatments in depth
- ◆ Integrate EBM therapeutic recommendations into daily work
- ◆ Discover the specific problems of liaison and interconsultation psychiatry in childhood and adolescence
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to neurology

- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to infectious diseases
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to sensory deficiencies
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to chronic illnesses with frequent admissions to hospital
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to suffering from recurrent pain of no demonstrable cause
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to transplants
- ◆ Understand, differentiate between and provide guidance on the mental problems of children and adolescents with severe burns
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to agony and death
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to neonatology
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to assisted reproduction
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to childhood rehabilitation
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to childhood oncology
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to obstetrics and gynecology
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to surgery
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to trauma
- ◆ Understand, differentiate between and provide guidance on childhood and adolescent mental problems related to nephrology
- ◆ Pragmatically approach emergency psychiatric situations in childhood and adolescence
- ◆ Understand the peculiarities of emergency diagnosis and of emergency reports
- ◆ Master the emergency management of anxiety syndrome
- ◆ Master the emergency management of non-suicidal self-harm
- ◆ Master the emergency management of a suicide attempt
- ◆ Master the emergency management of psychomotor agitation
- ◆ Master the emergency management of psychotic symptoms
- ◆ Master the emergency management of pseudohallucinations
- ◆ Mastering the emergency management of substance abuse problems
- ◆ Master the emergency management of family conflicts
- ◆ Master the emergency management of school bullying
- ◆ Master the emergency management of sexual abuse in childhood and adolescence
- ◆ Acquire and perfect the professional skills needed for childhood psychiatry

- ◆ Know the specific characteristics of clinical interviews
- ◆ Consolidate knowledge of the different types of interviews
- ◆ Learn how to interview parents
- ◆ Learn how to interview children
- ◆ Value the child's play
- ◆ Learn how to interview adolescents
- ◆ Learn how to interview other adults (teachers, police, social educators, etc.)
- ◆ Know the specific characteristics for examining a child
- ◆ Understand the importance of a physical examination
- ◆ Master knowledge of the peculiarities of the physical examination
- ◆ Gain in-depth knowledge of medical examinations
- ◆ Recognize the usefulness of digital EEG and brain mapping
- ◆ Understand the use of biochemical studies: neurotransmitters, general analysis, toxins in urine, hormone levels
- ◆ Identify the significance of lesser neurological symptoms
- ◆ Perform a cognitive examination
- ◆ Perform an emotional examination
- ◆ Perform a social examination
- ◆ Perform an instrumental examination
- ◆ Understand the use of different tests and questionnaires: correction and practical interpretation
- ◆ Master the use of different questionnaires
- ◆ Master the use of different psychometric and neuropsychological tests
- ◆ Understand the use of different pedagogical tests
- ◆ Understand the diagnostic use of interpretive tasks
- ◆ Understand the diagnostic use of project tasks
- ◆ Understand the diagnostic use of childhood drawing
- ◆ Understand the use of neuroimaging studies in child and adolescent psychiatry
- ◆ Understand the use of functional neuroimaging tests: Functional brain MRI, brain MRI with spectroscopy
- ◆ Understand the use of functional neuroimaging tests: SPECT and brain PET
- ◆ Master knowledge of the different types of diagnosis
- ◆ Identify the use of diagnostic assessment: what and why
- ◆ Perform a functional analysis of behavior
- ◆ Perform a syndromic diagnosis
- ◆ Provide skills and strategies for clinical management in psychiatry
- ◆ Understand the different forms of hospitalization: hospital units
- ◆ Develop and assess the functioning of treatment plans in a complete hospitalization regime
- ◆ Develop and assess the functioning of treatment plans in a home hospitalization regime
- ◆ Develop and assess the functioning of treatment plans in a day hospital regime
- ◆ Develop and assess the functioning of care plans in psychiatric emergencies

- ◆ Understand the different types of outpatient care: outpatient consultations
- ◆ Develop and assess the functioning of the care provided in hospital outpatient or tertiary level consultations
- ◆ Develop and assess the functioning of care in Children and Adolescent Mental Health Services (CAMHs)
- ◆ Develop and assess the functioning of the care provided in in juvenile addictive behavior units
- ◆ Master community intervention in childhood psychiatry
- ◆ Define intervention in schools
- ◆ Understand and be able to provide guidance on management of a class
- ◆ Understand and provide guidance on speech therapy
- ◆ Understand and provide guidance on pedagogical care
- ◆ Understand and provide guidance to children with special educational needs (SEN)
- ◆ Understand the working of the social services
- ◆ Understand and provide guidance on early care
- ◆ Understand and provide guidance on high-risk families
- ◆ Understand and provide guidance on maltreatment and negligence
- ◆ Understand and provide guidance on boarding and foster care
- ◆ Understand and provide guidance on adoption
- ◆ Master knowledge of the childhood and adolescence peculiarities of medical-legal aspects in Childhood Psychiatry



- ◆ Define the legal aspects of clinical practice in terms of their frequency
- ◆ Appreciate, understand and provide guidance in cases of divorce, separation and new forms of cohabiting
- ◆ Understand and master the legal requirements for the psychiatric hospitalization of children and adolescents
- ◆ Understand the functioning of mental health in the juvenile justice system
- ◆ Understand the risks (and preventative actions) of malpractice (iatrogenies) and professional responsibilities
- ◆ Mastering the art of testifying in a court of law
- ◆ Consolidate knowledge of the importance of coordination with adult mental health services
- ◆ Develop knowledge of and assess the functioning of the transition procedures between services
- ◆ Develop knowledge of and assess the functioning of protocols for the first psychotic episodes
- ◆ Develop and assess the performance of ADHD and autism protocols after the years
- ◆ Highlight the importance of mental health professionals in the integration into the world of work
- ◆ Master the techniques for issuing certificates
- ◆ Master the techniques for writing reports

04

Course Management

Apart from its excellent contents and innovative teaching methodology, this Advanced Master's Degree in Clinical Psychiatry has great specialists in this medical field. Therefore, these internationally renowned experts will guide the student throughout the learning process, transmitting all the keys to integrate the best procedures of current psychiatry in daily work.





“

A highly prestigious teaching staff will accompany you throughout the academic itinerary, preparing you to face all the challenges of psychiatry today"

International Guest Director

Doctor Jerrold Rosenbaum has been recognized as one of the world's leading experts in Mood and Anxiety Disorders, with a special focus on pharmacotherapy to treat these conditions. In fact, his career has focused on the development of new therapies for Major Depression, Treatment Resistant Depression and Panic Disorder.

Through his research, he has designed and conducted numerous clinical trials that have expanded the understanding of these disorders, as well as longitudinal studies that have sought to identify risk and protective factors in the psychopathology of children predisposed to Anxiety and Depressive Disorders, including issues of genetics, behavior and brain structures in children at risk for developing Mood Disorders.

He has also held a number of important positions, including serving as Director of the Department of Psychiatry at Massachusetts General Hospital, where he has supervised more than 600 physicians and researchers. He has also co-founded Psy Therapeutics and Sensorium Therapeutics, companies dedicated to the discovery of new psychiatric and neurological drugs. In addition, he has directed the Center for the Neuroscience of Psychedelics, where he has explored how psychedelics can change the brain and offer new therapeutic approaches for Psychiatric Disorders.

Likewise, his work has been recognized internationally with multiple awards, such as the prestigious C. Charles Burlingame, for her contribution to psychiatric research, and the Joseph B. Martin Dean's Leadership Award, given by Harvard Medical School for her commitment to the advancement of women in medicine. In turn, he has been awarded the Ellis Island Medal of Honor and has been a Fellow Emeritus of the American College of Neuropsychopharmacology. He has also written more than 400 scientific articles and 20 books.



Dr. Rosenbaum, Jerrold

- Director of the Department of Psychiatry at Massachusetts General Hospital, United States
- Co-founder of Psy Therapeutics and Sensorium Therapeutics
- Director of the Center for the Neuroscience of Psychedelics
- Medical Degree from Yale University
- Member of:
 - American College of Neuropsychopharmacology

“

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

Management



Dr. Baca García, Enrique

- ♦ Head of the Department of Psychiatry at the Jiménez Díaz Foundation
- ♦ Full Professor of Psychiatry. Department of Psychiatry. Faculty of Medicine. Autonomous University of Madrid
- ♦ Degree in Medicine and Surgery from the Autonomous University of Madrid
- ♦ Doctor of Medicine and Surgery from the University of Alcalá
- ♦ Specialist in Psychiatry
- ♦ Postdoctoral Research Fellow. Columbia University College of Physicians & Surgeons



Dr. Barrigón Estevez, María Luisa

- ♦ Attending Physician in the Psychiatric Department in the FJD Health Research Institute Foundation
- ♦ Degree in Medicine and Surgery from the University of Extremadura
- ♦ Specialist in Psychiatry with training completed in the Clinical University Hospital of Granada
- ♦ Official PhD program in Psychiatry from the University of Granada



Dr. Cantó Diez, Tomás J.

- ♦ Psychiatrist of the Special Training Unit at the 'Lucentum' Shelter for Minors, in Alicante, dependent on the Department of Equality and Inclusive Policies of the Generalitat Valenciana
- ♦ Degree in Medicine from the University of Alicante
- ♦ Specialist in Psychiatry, Clinical Provincial Hospital of Barcelona
- ♦ Master's Degree in Clinical Management and Mental Health, Pablo Olavide University, Seville
- ♦ Coordinator of the Childhood Mental Health Unit, Alicante University General Hospital
- ♦ Professor of the Master's Degree in Mental Health, Miguel Hernandez de Elche University
- ♦ Professor of the Refresher Course in Child and Adolescent Mental Health, Miguel Hernandez de Elche University
- ♦ Member of the Spanish Association of Child and Adolescent Psychiatry (AEPNYA)
- ♦ Former President of the Publications Committee of the Spanish Association of Child and Adolescent Psychiatry
- ♦ Member of the American Academy of Child and Adolescent Psychiatry (AACAP)



Dr. Alda, José Angel

- ♦ Head of the Child and Adolescent Psychiatry Department at Sant Joan de Déu Hospital, Barcelona
- ♦ Head of the ADHD Unit at Sant Joan de Déu Hospital, Barcelona
- ♦ Degree in Medicine from the University of Zaragoza
- ♦ Specialist in Psychiatry
- ♦ PhD in Medicine and Surgery, from the University of Zaragoza
- ♦ Professor on the Master's Degree in Clinical Child and Adolescent Psychopathology in the faculty of Psychology and the Autonomous University of Barcelona
- ♦ Professor in the Master's Training in Paidopsychiatry, Autonomous University of Barcelona
- ♦ Professor of Master's Degree in Neuropediatrics, University of Barcelona
- ♦ Professor of the Master's Degree in Nursing Care in Childhood and Adolescence Sant Joan de Déu University
- ♦ Director of Doctoral and Master's Thesis
- ♦ Collaborating Researcher in the Research Group "Etiopatogènia i tractament dels trastorns mentals greus" ("Etiopathology and treatment of severe mental disorders") recognized as Consolidated Research Group by the Generalitat de Catalunya. Referència 2013-SGR-1603. Coordinator Dr. Judith Usall i Rodié
- ♦ Collaborating Researcher in the Research Group "Etiopatogènia i tractament dels trastorns mentals greus" ("Etiopathology and treatment of severe mental disorders") recognized as Consolidated Research Group in the Parc Sanitari Sant Joan de Déu Group Coordinator Dr. Judith Usall i Rodié

Professors

Dr. Álvarez García, Raquel

- ◆ Associate Head of Psychiatry at the HURJ
- ◆ Associate Professor of Medicine, Rey Juan Carlos University (URJC)
- ◆ PhD from the Autonomous University of Madrid
- ◆ Degree in Medicine from the Autonomous University Madrid
- ◆ Specialist in Psychiatry, Internal Medical Resident at the Jiménez Díaz foundation
- ◆ Specialist Course in Mental Health Emergencies
- ◆ Diploma of Higher Training in Psychotherapy at the Autonomous University of Madrid

Ms. Albarracín García, Lucía

- ◆ Psychiatrist at the Jiménez Díaz Foundation
- ◆ Degree in Psychology from the Complutense University Madrid
- ◆ Master's Degree in General Health Psychology from the Complutense University of Madrid
- ◆ Course on Long-term Prognostic Factors of Psychiatric Disorders Beginning in Childhood and Adolescence from the Alicia Koplowitz Foundation

Dr. Guerrero Jiménez, Margarita

- ◆ Psychiatry Faculty Area Specialist in Virgen de las Nieves Hospital
- ◆ Clinical tutor of students from the Degree in Medicine at the University of Granada
- ◆ Degree in Medicine from the University of Granada
- ◆ Master's Degree in Neuroscience and Pain from the University of Granada
- ◆ Master's Degree in Third Generation Psychotherapy from the International University of Valencia
- ◆ Postgraduate Diploma in Affective Disorders from the University of Alcalá de Henares

Dr. Carrillo de Albornoz Calahorro, Carmen Maura

- ◆ Health Faculty Specialist in the Psychiatric department of the Andalusian Health Service (Virgen de las Nieves Hospital)
- ◆ Degree in Medicine from the University of Córdoba
- ◆ Expert in TDAH throughout life from the University Autonomous of Alcalá de Henares
- ◆ Postgraduate Diploma in Mental Health Emergencies by the Universidad Autónoma de Alcalá de Henares
- ◆ Postgraduate Diploma in Affective Disorders by the University Autonomous of Alcalá de Henares

Dr. Brañas González, Antía

- ◆ Medical specialist in Psychiatry in the Ourense Hospital Complex
- ◆ Experience in clinical work in different public and private centers
- ◆ PhD in Health Sciences from the University of Granada
- ◆ Degree in Medicine and Surgery from the University of Santiago de Compostela
- ◆ Diploma of Advanced Studies from the University of Granada

Dr. García Román, Cristina

- ◆ Faculty Specialist in Psychiatric Department in UHSM at the Clinical Hospital of San Cecilio
- ◆ Degree in Medicine and Surgery from the University of Granada
- ◆ Master's Degree in Psychopathology and Health from the National University of Remote Education General Foundation UNED
- ◆ Postgraduate Diploma in Psychopathology and Health from the National University of Remote Education. General Foundation UNED

Dr. Gota, José Miguel

- ◆ Intensive Community Treatment Team to be implemented in the Mental Health Clinical Management Unit of the San Cecilio University Hospital in Granada
- ◆ Physician in Community Mental Health Units, caring for the adult population
- ◆ Degree in Medicine from the University of Zaragoza
- ◆ Psychiatry specialist in the Southern Health Management Area of Granada-Basic General Hospital of Motril

Dr. Peñuelas Calvo, Inmaculada

- ◆ Specialist in the Psychiatry Department at the Jiménez Díaz Foundation
- ◆ Associate Professor of Health Sciences at the Complutense University of Madrid
- ◆ Degree in Medicine from the University of Zaragoza
- ◆ Master's Degree in Autism from the University of San Jorge
- ◆ Master's Degree in Systemic Family Therapy from the Autonomous University of Barcelona
- ◆ Master's Degree in Clinical Practice in Child and Adolescent Psychiatry from the University of Barcelona
- ◆ Postgraduate Diploma in Bipolar Disorder by the University of Barcelona
- ◆ Postgraduate Diploma in Child and Adolescent Psychiatry from the University of Barcelona

Ms. Dolz Abadia, Montserrat

- ◆ Head of the Psychiatric and Psychology Unit at Sant Joan de Déu Hospital

Dr. Izaguirre Gamir, Leire

- ◆ 4th year Internal Medicine Resident in the Psychiatry at Jiménez Díaz Foundation University Hospital
- ◆ Degree in Medicine and Surgery from the San Pablo CEU University of Madrid
- ◆ Master's Degree in Psychotherapy, Integrated Perspective from the University of Alcalá Henares

Dr. Porras Segovia, Alejandro

- ◆ Clinical researcher in the Health Research Institute of the Jiménez Díaz Foundation
- ◆ Degree in Medicine and Surgery from the University of Granada
- ◆ Official PhD program in Clinical Medicine and Public Health from the University of Granada
- ◆ Postgraduate Diploma in Affective Disorders from the University of Alcalá
- ◆ Postgraduate Diploma in Emergencies in Mental Health from the University of Alcalá

Dr. De Granda Beltrán, Ana María

- ◆ Faculty Specialist in the FJD Health Research Institute Foundation
- ◆ Suicidal Behavior Prevention and Treatment Consultation at Moncloa Mental Health Center
- ◆ Degree in Medicine from the Complutense University of Madrid
- ◆ Master's Degree in Legal Psychiatry from the Complutense University of Madrid

Pelaz Antolín, Antonio

- ◆ Specialist in Psychiatry, Child Psychiatric Department, San Carlos Clinical Hospital, Madrid

Imaz Roncero, Carlos

- ◆ Specialist in Psychiatry, Child and Adolescent Section, Río Hortega University Hospital, Valladolid

Ms. Hernández Otero, Isabel

- ◆ Coordinator of the Child and Adolescent Mental Health Unit, Virgen de la Victoria Clinical University Hospital, Malaga

Dr. González Rodríguez, Teresa

- ◆ Psychiatric Consultant in the Psychiatry and Psychology Center, Plaza España
- ◆ Psychiatry Consultant in the Averroes Medical Center
- ◆ Degree in Medicine from the University of Seville
- ◆ Master's Degree in Clinical Medicine from the Camilo José Cela University
- ◆ Master's Degree in Legal Psychiatry from the Complutense University of Madrid

Dr. Pérez Fominaya, Margarita

- ◆ Attending Physician in External Consultations at the Nuestra del Prado Hospital Head of the Psychogeriatric Program
- ◆ Attending Physician at the San José Institute Foundation Head of Psychiatry Interconsultation
- ◆ Degree in Medicine and Surgery from the Complutense University of Madrid
- ◆ Postgraduate Diploma in Mental Health from the University of Alcalá de Henares
- ◆ Postgraduate Diploma in Psychoanalytical Psychotherapy and Clinical Management from the Pontificia Comillas University
- ◆ Postgraduate Diploma in ADHD Throughout Life from the University of Alcalá de Henares

Ms. Rubio, Belén

- ◆ MD Psychiatrist PhD
- ◆ Interconsultation and Liaison Unit of Child and Adolescent Psychiatry, Canarias University Hospital, Canary Islands

Ms. Pérez Colmenero, Sonia

- ◆ Faculty specialist in Clinical Psychology in a child and adolescent mental health center at the Jiménez Diaz Foundation University Hospital
- ◆ Degree in Psychology from the University of Santiago de Compostela
- ◆ Master's Degree in Child and Adolescent Clinical Psychology
- ◆ Early Care Course through continued distance learning program
- ◆ Course on Psychiatry During and After the COVID-19 Health Crisis

Ms. Mojarro Práxedes, Dolores

- ◆ Titular Professor in the University of Seville, Psychiatric Department

Morey, Jaime

- ◆ Director of the Balearic Institute of Child and Adolescent Mental Health, Son Espases University Hospital, Balearic Islands



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

05

Structure and Content

This Advanced Master's Degree in Clinical Psychiatry is structured in 20 specialized modules and has been designed by leading experts in this medical discipline. Therefore, in this program, the professional will be able to delve into issues such as schizoaffective disorder, community intervention in child psychiatry, psychopathology of impulsivity, avoidant or restrictive eating disorder or bipolar disorders, among many others.



A close-up photograph of two hands clasped together, showing the texture of the skin and the interlocking fingers. The hands are positioned in the lower-left quadrant of the page, with the background being a blurred white surface. The overall image is split diagonally from the top-left to the bottom-right, with a dark blue triangle on the top-right and a white triangle on the bottom-left.

“

A teaching staff of international prestige and a highly effective teaching methodology are combined with complete and up-to-date contents, ready to bring the psychiatry professional up to date in a comprehensive manner"

Module 1. Schizophrenia and Other Psychotic Disorders

- 1.1. Epidemiology
 - 1.1.1. Risk Factors
 - 1.1.2. Etiopathogenesis of Psychosis
- 1.2. Classification
- 1.3. Schizophrenia
 - 1.3.1. Clinical Characteristics
- 1.4. Schizoaffective Disorder
 - 1.4.1. Clinical Characteristics
- 1.5. Schizotypal Disorder
 - 1.5.1. Clinical Characteristics
- 1.6. Acute and Transitory Psychotic Disorder
 - 1.6.1. Clinical Characteristics
- 1.7. Delusional Disorder
 - 1.7.1. Clinical Characteristics
- 1.8. Assessment and Diagnosis
- 1.9. Differential Diagnosis
- 1.10. Treatment

Module 2. Mood Disorders

- 2.1. Bipolar Disorders I
 - 2.1.1. Epidemiology
 - 2.1.2. Risk Factors
 - 2.1.3. Etiopathogenesis
- 2.2. Bipolar Disorders II
 - 2.2.1. Classification
 - 2.2.1.1. Clinical Characteristics
 - 2.2.1.2. Type I Bipolar Disorder
 - 2.2.1.3. Type II Bipolar Disorder
 - 2.2.2. Cyclothymia

- 2.3. Bipolar Disorders III
 - 2.3.1. Assessment
 - 2.3.1.1. Diagnosis
 - 2.3.2. Differential Diagnosis
- 2.4. Bipolar Disorders IV
 - 2.4.1. Evolution
 - 2.4.2. Prognosis
- 2.5. Bipolar Disorders V
 - 2.5.1. Treatment
- 2.6. Depressive Disorders I
 - 2.6.1. Epidemiology
 - 2.6.1.1. Risk Factors
 - 2.6.2. Etiopathogenesis
- 2.7. Depressive Disorders II
 - 2.7.1. Classification
 - 2.7.2. Clinical Characteristics
 - 2.7.2.1. Depressive Disorder, Single Episode
 - 2.7.2.2. Recurring Depressive Disorder
 - 2.7.2.3. Dysthymic Disorder
 - 2.7.2.4. Mixed Anxiety and Depression Disorder
 - 2.7.3. Premenstrual Dysphoric Disorder
- 2.8. Depressive Disorders III
 - 2.8.1. Assessment
 - 2.8.1.1. Diagnosis
 - 2.8.2. Differential Diagnosis
- 2.9. Depressive Disorders IV
 - 2.9.1. Evolution
 - 2.9.2. Prognosis
- 2.10. Depressive Disorders V
 - 2.10.1. Treatment



Module 3. Anxiety or Fear-Related Disorders. Disorders Specifically Related to Stress. Dissociative Disorders

- 3.1. Anxiety or Fear-Related Disorders I
 - 3.1.1. Epidemiology
 - 3.1.2. Risk Factors
 - 3.1.3. Etiopathogenesis
- 3.2. Anxiety or Fear-Related Disorders II
 - 3.2.1. Classification
 - 3.2.2. Clinical Characteristics
- 3.3. Anxiety or Fear-Related Disorders III
 - 3.3.1. Assessment
 - 3.3.2. Diagnosis
 - 3.3.3. Differential Diagnosis
- 3.4. Anxiety or Fear-Related Disorders IV
 - 3.4.1. Treatment
- 3.5. Disorders Specifically Related to Stress
 - 3.5.1. Classification
 - 3.5.2. Clinical Characteristics
- 3.6. Disorders Specifically Related to Stress II
 - 3.6.1. Assessment
 - 3.6.2. Diagnosis
 - 3.6.3. Differential Diagnosis
- 3.7. Disorders Specifically Related to Stress III
 - 3.7.1. Treatment
- 3.8. Dissociative Disorders I
 - 3.8.1. Classification
 - 3.8.2. Clinical Characteristics
- 3.9. Dissociative Disorders II
 - 3.9.1. Assessment
 - 3.9.2. Diagnosis
 - 3.9.3. Differential Diagnosis

- 3.10. Dissociative Disorders III
 - 3.10.1. Treatment
 - 3.10.2. Prognosis

Module 4. Obsessive-Compulsive Disorder and Related Disorders

- 4.1. Obsessive Compulsive Disorder I
 - 4.1.1. Epidemiology
 - 4.1.2. Risk Factors
 - 4.1.3. Etiopathogenesis
- 4.2. Obsessive Compulsive Disorder III
 - 4.2.1. Assessment
 - 4.2.2. Diagnosis
 - 4.2.3. Differential Diagnosis
- 4.3. Obsessive Compulsive Disorder III
 - 4.3.1. Treatment
 - 4.3.2. Prognosis
- 4.4. Body Dysmorphic Disorder I
 - 4.4.1. Epidemiology
 - 4.4.2. Risk Factors
 - 4.4.3. Etiopathogenesis
- 4.5. Body Dysmorphic Disorder II
 - 4.5.1. Assessment
 - 4.5.2. Diagnosis
 - 4.5.3. Differential Diagnosis
- 4.6. Body Dysmorphic Disorder III
 - 4.6.1. Treatment
 - 4.6.2. Prognosis
- 4.7. Hypochondriasis I
 - 4.7.1. Epidemiology
 - 4.7.2. Risk Factors
 - 4.7.3. Etiopathogenesis

- 4.8. Hypochondriasis II
 - 4.8.1. Assessment
 - 4.8.2. Diagnosis
 - 4.8.3. Differential Diagnosis
- 4.9. Hypochondriasis III
 - 4.9.1. Treatment
 - 4.9.2. Prognosis
- 4.10. Other Disorders
 - 4.10.1. Olfactory Reference Disorder
 - 4.10.2. Hoarding Disorder
 - 4.10.3. Body-Centered Repetitive Behavior Disorders

Module 5. Eating Disorders

- 5.1. Epidemiology
 - 5.1.1. Risk Factors
 - 5.1.2. Etiological Factors
- 5.2. Classification
- 5.3. Anorexia
 - 5.3.1. Clinical Characteristics
- 5.4. Bulimia
 - 5.4.1. Clinical Characteristics
- 5.5. Binge Eating Disorder
 - 5.5.1. Clinical Pathologies
- 5.6. Assessment
 - 5.6.1. Diagnosis
 - 5.6.2. Differential Diagnosis
- 5.7. Medical Aspects of Assertive Community Treatment
 - 5.7.1. Medical Complications
 - 5.7.2. Medical Assessment
 - 5.7.3. Analytical Results

- 5.8. Medical Treatment
- 5.9. Psychotherapeutic treatment
- 5.10. Other Specific Eating Disorders
 - 5.10.1. Avoidant or Restrictive Eating Disorder
 - 5.10.2. PICA Syndrome
 - 5.10.3. Rumination or Regurgitation Disorder

Module 6. Disorders Due to Substance Use or Addictive Behavior

- 6.1. Disorders Due to Alcohol Consumption
- 6.2. Disorders Due to Cannabis Consumption
- 6.3. Disorders Due to Opioids Consumption
 - 6.3.1. Heroin
 - 6.3.2. Opioids Subject to Medical Prescription
- 6.4. Disorders Due to Cocaine Consumption
- 6.5. Disorders Due to Stimulants Consumption
- 6.6. Other Drugs
 - 6.6.1. Synthetic Cathinones
 - 6.6.2. Hallucinogens
 - 6.6.3. MDMA
 - 6.6.4. Dissociative Drugs (PCP and Ketamine)
 - 6.6.5. Inhalants
- 6.7. Disorders Due to Sedatives Consumption
 - 6.7.1. Hypnotics
 - 6.7.2. Anxiolytics
- 6.8. Disorders Due to Nicotine Consumption
- 6.9. Disorders Due to Caffeine Consumption
- 6.10. Disorders Due to Addictive Behavior
 - 6.10.1. Betting Disorders
 - 6.10.2. Disorders Due to Video Game Use

Module 7. Personality Disorders and Related Features

- 7.1. Theories of Personality
- 7.2. Personality: Traits Versus Disorder
- 7.3. Classifications of Personality Disorders
- 7.4. Epidemiology
- 7.5. Etiopathogenesis
- 7.6. Clinical Forms
- 7.7. Emotional Instability Disorder
- 7.8. Comorbidities in Personality Disorders
- 7.9. Evaluation, Diagnosis and Differential Diagnosis
 - 7.9.1. Diagnosis
 - 7.9.2. Differential Diagnosis
- 7.10. Treatment

Module 8. Neurocognitive Disorders

- 8.1. Classification
- 8.2. Delirium: Epidemiology
 - 8.2.1. Risk Factors
 - 8.2.2. Etiopathogenesis
- 8.3. Delirium: Evaluation
 - 8.3.1. Diagnosis
 - 8.3.2. Differential Diagnosis
- 8.4. Delirium: Treatment
 - 8.4.1. Non-Pharmacological
 - 8.4.2. Pharmacological
- 8.5. Dementia
 - 8.5.1. Common Aspects
- 8.6. Dementia Due to Alzheimer's Disease
- 8.7. Dementia Due to Cerebrovascular Disease
- 8.8. Dementia due to Lewy Body Dementia
- 8.9. Frontotemporal Dementia

- 8.10. Other Specified Neurocognitive Disorders
 - 8.10.1. Mild Neurocognitive Disorder
 - 8.10.2. Amnesic Disorder
 - 8.10.3. Secondary Neurocognitive Syndrome

Module 9. Sleep and Wakefulness Disorders

- 9.1. Normal Sleep
 - 9.1.1. Basic Aspects
- 9.2. Diagnostic Assessment
- 9.3. Classification of Sleep and Wakefulness Disorders
- 9.4. Insomnia I
 - 9.4.1. Clinical Symptoms
 - 9.4.2. Assessment
- 9.5. Insomnia II
 - 9.5.1. Medical Treatment
- 9.6. Insomnia III
 - 9.6.1. Non-Pharmacological Treatment
- 9.7. Hypersomnia Disorders
- 9.8. Disorders of the Circadian Rhythm of Sleep and Wakefulness
- 9.9. Parasomnia Disorders
- 9.10. Monitoring Sleep

Module 10. Other Disorders

- 10.1. Catatonia
- 10.2. Impulse Control Disorder
- 10.3. Factitious Disorder
- 10.4. Mental or Behavioral Disorders Associated with Pregnancy
 - 10.4.1. Birth
 - 10.4.2. Post-Partum
- 10.5. Paraphilic Disorders
- 10.6. Sexual Dysfunctions
- 10.7. Attention Deficit Disorder
 - 10.7.1. Hyperactivity

- 10.8. Gender Conflict
- 10.9. Psychological or Behavioral Factors that Affect Illnesses or Diseases Classified in Another Part
- 10.10. Secondary Mental Health or Behavioral Syndromes Associated With Illnesses or Disorders Classified in Another Part

Module 11. Psychiatry in the Different Stages of Life

- 11.1. Social and Personality Development
 - 11.1.1. Attachment
 - 11.1.2. Play
 - 11.1.3. Self-Esteem
 - 11.1.4. Treatment and Character
 - 11.1.5. Personality
- 11.2. Perinatal Psychiatry
 - 11.2.1. Intrauterine Development Fetus-Mother Interactions Effects of Stress
 - 11.2.2. Psychological Support
 - 11.2.2.1. In Assisted Reproduction
 - 11.2.2.2. In At-Risk Pregnancies
 - 11.2.2.3. In Prenatal Diagnosis
 - 11.2.3. Early Detection and Intervention
 - 11.2.3.1. Depression in Pregnancy: Mother and Child
 - 11.2.3.2. Secondary Effects of Medication and Drugs During the Prenatal Period
- 11.3. Psychiatry in Birth
 - 11.3.1. Psychological Support
 - 11.3.1.1. In the Preparation for Giving Birth
 - 11.3.1.2. In Premature Births
 - 11.3.1.3. In Traumatic Births
 - 11.3.1.4. In Perinatal Deaths: Mother or Child
 - 11.3.2. Early Detection and Intervention
 - 11.3.2.1. Baby Blues and Postpartum Depression: Mother and Child
 - 11.3.2.2. Postpartum Psychosis

- 11.4. The First 1000 Days
 - 11.4.1. Presentation of the Newborn
 - 11.4.2. Characteristics of Development from 2 Months to 3 Years Old
 - 11.4.3. The Role of Interaction With the Main Caregiver in the Development During the First Years of Life
 - 11.4.4. How to Assess These First Years
 - 11.4.5. Diagnostic Classification of Mental Health and of the Development Disorders
- 11.5. Pre-school Stage
 - 11.5.1. General Overview of the Clinical Interview
 - 11.5.2. Diagnostic Interview
 - 11.5.3. Characteristics of the Early Childhood Interview
- 11.6. School Stage
 - 11.6.1. Maturation of the Nervous System
 - 11.6.2. Motor Development
 - 11.6.3. Acquisition of Language
 - 11.6.4. Cognitive Development
 - 11.6.5. Feeding
 - 11.6.6. Sleep
 - 11.6.7. Self-Concept
 - 11.6.8. Self-Esteem
 - 11.6.9. Morality
 - 11.6.10. Psychosexual Development
 - 11.6.11. Family and Age Development
 - 11.6.12. Influence of Peers During the Development at School Age
- 11.7. Puberty and Adolescence
 - 11.7.1. Physiological Changes
 - 11.7.2. Psychological Changes
 - 11.7.3. Neurobiological Changes
 - 11.7.4. Psychiatric Pathology in Adolescence
 - 11.7.5. Self-harm and Suicidal Behavior
 - 11.7.6. Transition in Medical Care
- 11.8. Young Adult (18-24 years old)
 - 11.8.1. Psychological Development in Young Adults
 - 11.8.2. Approach to Mental Disorders in Young Adults

- 11.9. Building a Family
 - 11.9.1. Formation and Elements of the Family
 - 11.9.2. Stages of the Family
 - 11.9.3. Family Functions
 - 11.9.4. Therapy
- 11.10. Specific Areas of Development
 - 11.10.1. Motor Development
 - 11.10.2. Social-Emotional Development
 - 11.10.3. Cognitive Development
 - 11.10.4. Development of Attention, Perception and Memory
 - 11.10.5. Communication Development
 - 11.10.6. Language and Speaking Development
 - 11.10.7. Emotional Intelligence Development
 - 11.10.8. Identity Development
 - 11.10.9. Moral Development
 - 11.10.10. Psychosexual Development

Module 12. Clinical Syndromes in Childhood and Adolescent Psychiatry

- 12.1. Diagnostic Taxonomies
 - 12.1.1. Definition
 - 12.1.2. Historical Introduction
 - 12.1.3. Current Classification Systems
- 12.2. Abuse and Addictions
 - 12.2.1. Alcohol and Drugs
 - 12.2.2. Behavioral Addictions
 - 12.2.3. Dual Pathologies
- 12.3. Eating Disorders
 - 12.3.1. Etiology
 - 12.3.2. Clinical Assessment
 - 12.3.2.1. Clinical Features in Anorexia Nervosa
 - 12.3.2.2. Clinical Features in Bulimia Nervosa
 - 12.3.2.3. Complementary Evaluations
 - 12.3.3. Diagnosis

- 12.3.4. Treatment
 - 12.3.4.1. Nutritional Treatment
 - 12.3.4.2. Psychological Treatment
 - 12.3.4.3. Medical treatment
- 12.3.5. Prevention
- 12.4. The Environment in Child Psychiatry
 - 12.4.1. School Bullying
 - 12.4.2. Adaptation Disorders
 - 12.4.3. Post-Traumatic Stress Disorder
 - 12.4.4. Treatment of PTSD
 - 12.4.5. Parental Alienation Syndrome
 - 12.4.6. Bonding Disorders
 - 12.4.7. Reactive Attachment Disorder
 - 12.4.8. Disinhibited Social Relationship Disorder
- 12.5. Mood Disorder
 - 12.5.1. Depression
 - 12.5.2. Grief
 - 12.5.3. Bipolar Disorder
- 12.6. Anxiety Disorder
 - 12.6.1. Childhood Fears and Simple Phobias
 - 12.6.2. Separation Anxiety Disorder
 - 12.6.3. Selective Mutism
 - 12.6.4. Generalized Anxiety Disorder
 - 12.6.5. Social Anxiety Disorder
 - 12.6.6. Panic Attacks and Panic Disorder
- 12.7. Autism and Social Community Disorder
 - 12.7.1. Autism Spectrum Disorder
 - 12.7.2. Social Communication Disorder (Pragmatic)





- 12.8. Cognition Disorder
 - 12.8.1. Borderline Intellectual Level
 - 12.8.2. Intellectual Disability
 - 12.8.3. Childhood Dementia
- 12.9. Basic Instincts
 - 12.9.1. Aggressiveness
 - 12.9.1.1. Self-Aggression
 - 12.9.1.2. Hetero-Aggressiveness
 - 12.9.2. Sphincters
 - 12.9.2.1. Encopresis
 - 12.9.2.2. Enuresis
 - 12.9.3. Sexuality
 - 12.9.3.1. Sexual Problems in Children and Adolescents
 - 12.9.3.2. Atypical Psychosexual Development
 - 12.9.4. Sleep
 - 12.9.4.1. Parasomnia
 - 12.9.4.2. Dyssomnia
- 12.10. Psychotic Disorders
 - 12.10.1. Terms
 - 12.10.2. Epidemiology
 - 12.10.3. Etiology
 - 12.10.4. Clinical Symptoms
 - 12.10.5. Diagnostic Evaluation and Differential Diagnosis
 - 12.10.6. Treatment and Approach
 - 12.10.7. Course and Prognosis
- 12.11. Obsessive Compulsive Disorder
 - 12.11.1. Epidemiology
 - 12.11.2. Etiology
 - 12.11.3. Pathophysiology
 - 12.11.4. Manifestations and Clinical Course Clinical Differences with OCT in Adults
 - 12.11.5. Differential Diagnosis
 - 12.11.6. Comorbidity
 - 12.11.7. Treatment

- 12.12. Personality Disorders
 - 12.12.1. Prevalence of Personality Disorders in Children and Adolescents
 - 12.12.2. Clinical Manifestations
 - 12.12.3. Comorbidity and Prognosis
 - 12.12.4. Diagnosis
 - 12.12.5. Intervention and Treatment
- 12.13. Other Disorders
 - 12.13.1. Learning Disorders
 - 12.13.2. Speaking Disorder
 - 12.13.3. Language Disorder
 - 12.13.4. Reading Disorder
 - 12.13.5. Motor Disorders
 - 12.13.6. Other Non-Mental Disorders
- 12.14. Behavioral Disorders I. Tics, Tourette's and ADHD
 - 12.14.1. Tics
 - 12.14.2. Tourette's Syndrome
 - 12.14.3. Attention Deficit Hyperactivity Disorder (ADHD) in Children and Adolescents
- 12.15. Behavioral Disorders II. Disruptive, Impulsive or Antisocial Personality
 - 12.15.1. Epidemiology
 - 12.15.2. Etiology
 - 12.15.3. Disruptive Behavior Disorders
 - 12.15.4. Antisocial Personality Disorder
 - 12.15.5. Impulse Control Disorder
 - 12.15.6. Management

Module 13. Psychopathology in Childhood

- 13.1. Perception Psychopathology
 - 13.1.1. Perceptive Function Disorders
 - 13.1.2. Perception Anomalies
 - 13.1.3. Hallucinations
 - 13.1.4. Pseudohallucinations
 - 13.1.5. Hallucinosis
- 13.2. Thought Disorders
 - 13.2.1. Magical Thinking and Logical Thinking
 - 13.2.2. Psychopathology
 - 13.2.3. Disorders of Thought Content
 - 13.2.4. Formal and Thought Control Disorders
- 13.3. Language Psychopathology
 - 13.3.1. Language Disorders
 - 13.3.2. Language Disorders in Childhood
 - 13.3.3. Communication Disorders According to the DSM-5 Classification
 - 13.3.4. Language Psychopathology in Childhood
 - 13.3.5. Acquired Aphasia with Epilepsy or *Landau-Kleffner Syndrome*
- 13.4. Psychopathology of Affectivity
 - 13.4.1. Affective Symptoms
 - 13.4.2. Psychopathology of Affectivity in Adolescence
 - 13.4.3. Syndromic Alterations of Affectivity
- 13.5. Psychopathology of Psychomotor Skills
 - 13.5.1. Increase in Psychomotor Activity
 - 13.5.2. Reduction in Psychomotor Activity
 - 13.5.3. Abnormalities of Mimic and Body Expression
- 13.6. Psychopathology of Sleep
 - 13.6.1. Physiology of Sleep
 - 13.6.2. Dysomnia
 - 13.6.3. Parasomnia
- 13.7. Psychopathology of Intelligence
 - 13.7.1. Definition of Intelligence
 - 13.7.2. Psychopathology
 - 13.7.2.1. Intellectual Deficiency
 - 13.7.2.2. Development Disability
 - 13.7.2.3. Inhibitions or Blocks
- 13.8. Psychopathology of Nutritional Instincts
 - 13.8.1. Symptomatic Eating Disorders
 - 13.8.2. Primary Eating Disorders

- 13.9. Psychopathology of the Sex Life
 - 13.9.1. Psychosexual Development and Sex Life
 - 13.9.2. DSM-5 and its Classification of Sexuality Disorders
- 13.10. Psychopathology of Impulsiveness
 - 13.10.1. An Impulsive Child
 - 13.10.2. Approach to Impulsiveness
 - 13.10.3. Etiological Formulations: Biological, Psychological and Psychosocial Factors of Impulsiveness
 - 13.10.4. Impulsiveness as a Symptom for Other Child and Adolescent Disorders
 - 13.10.5. Changes in the Diagnostic and Statistical Manual DMS-5
 - 13.10.6. Approach and Treatment
- 13.11. Psychopathology of Insight
 - 13.11.1. Models and Dimensions of Insight
 - 13.11.2. Insight in Mental Disorders
- 13.12. Psychopathology of Conscience and Attention
 - 13.12.1. Psychopathology of Conscience
 - 13.12.2. Quantitative Alterations
 - 13.12.3. Qualitative Alterations
 - 13.12.4. Psychopathology of Attention
- 13.13. Psychopathology of Memory
 - 13.13.1. Basic Psychopathological Concepts
- 13.14. Psychopathology of Aggression
 - 13.14.1. Classification
 - 13.14.2. Theories
 - 13.14.3. Evolutionary Development of Aggression
 - 13.14.4. Aggression Modulators

Module 14. New Advances in Childhood Psychiatry

- 14.1. Epidemiology of Mental Disorders in Childhood and Adolescence
 - 14.1.1. Uses and Limitations of Epidemiological Studies
 - 14.1.2. Measurements of the Frequency of Illnesses
 - 14.1.3. Types of Epidemiological Studies
 - 14.1.4. Prevalence of Mental Disorders in Childhood and Adolescence The Question of the Classification Systems of Illnesses
 - 14.1.5. Comorbidity
 - 14.1.6. Continuity in Adulthood
- 14.2. Genetic Advances in Childhood Psychiatry
 - 14.2.1. Approach to Molecular Genetics
 - 14.2.2. From Genetics to Symptomology
 - 14.2.3. Future of Genetics in Child and Adolescent Psychiatric Research
- 14.3. Update on Neurochemistry in Psychiatry
 - 14.3.1. Neurobiology of Development: Genetic Implication
 - 14.3.2. Neurochemistry of Early Development
 - 14.3.3. Neurochemistry of Learning
 - 14.3.4. Neurochemistry of the Reward System
 - 14.3.5. Neurochemistry in Aggression
- 14.4. Clinical Psychophysiology and Neurophysiology: Application in Practice
 - 14.4.1. Videoelectroencephalography (VEEG)
 - 14.4.2. Normal Sleep in Childhood and Adolescence
 - 14.4.3. Nocturnal Video-Polysomnography (VPSG)
 - 14.4.4. Cognitive Evoked Potentials (CEP)
- 14.5. Scientific Research in Psychiatry
 - 14.5.1. Epidemiology: Basic Concepts
 - 14.5.2. Bioethics of Clinical Research and of the Professional/Patient Relationship
 - 14.5.3. Evidence-Based Medicine
 - 14.5.4. Objectives of the Research: How to Formulate Research Questions and Search Strategies
 - 14.5.5. Phases of a Research Project Definition of Variable, Design and Type of Study
 - 14.5.6. Study Population: Sample Size and Sample Selection
 - 14.5.7. Analysis and Management of Data

- 14.6. Efficient Communication and Leadership in Psychiatry
 - 14.6.1. Common Aspects
 - 14.6.2. Written Texts
 - 14.6.3. Oral Reports

Module 15. Liaison and Interconsultation Psychiatry: Psychosomatic Paidopsychiatry

- 15.1. Chronic Pediatric Illness
 - 15.1.1. Psychological Impact
 - 15.1.2. Related Factors
 - 15.1.3. Therapeutic Intervention
- 15.2. The Child and the Family in the Face of Illness and Death
 - 15.2.1. The Child and the Family in the Face of Illness and Hospitalization
 - 15.2.2. The Child and the Family in the Face of Death
- 15.3. Psychosomatic Paidopsychiatry in Pediatric Oncohematology
 - 15.3.1. Psychopathological Alterations in Children With Cancer
 - 15.3.2. Diagnosis
 - 15.3.3. Treatment
- 15.4. Psychosomatic Paidopsychiatry in Pediatric Endocrinology
 - 15.4.1. Obesity
 - 15.4.2. Diabetes
- 15.5. Psychosomatic Paidopsychiatry in Pediatric Nephrology
 - 15.5.1. Chronic Kidney Disease: Concept and Most Common Causes
 - 15.5.2. Psychiatric Disorders Associated with CKD in Children and Adolescents
 - 15.5.3. Renal Transplant
- 15.6. Psychosomatic Paidopsychiatry in Neurology
 - 15.6.1. Headaches
 - 15.6.2. Epilepsy
- 15.7. Psychosomatic Paidopsychiatry in Pediatric Cardiology
 - 15.7.1. Psychosocial Problems
 - 15.7.2. Psychiatric Disorders in Congenital Heart Disease
- 15.8. Psychosomatic Paidopsychiatry in Children and Adolescents: Burns Victims
 - 15.8.1. Psychosocial Adjustment
 - 15.8.2. Therapeutic Considerations
- 15.9. Psychosomatic Paidopsychiatry of Children in the ICU
 - 15.9.1. Types of Pediatric Intensive Care Units
 - 15.9.2. Psychopathology
 - 15.9.3. Treatment and Interventions
- 15.10. Delirium
 - 15.10.1. Epidemiology
 - 15.10.2. Etiology
 - 15.10.3. Neuropathogenesis
 - 15.10.4. Clinical Manifestations
 - 15.10.5. Diagnosis
 - 15.10.6. Treatment
- 15.11. Suicidal Behavior from the Interconsultation Point of View
 - 15.11.1. Concept of Death and Illness in Children and Adolescents
 - 15.11.2. Concept of Suicide
 - 15.11.3. Characteristics of the Interconsultation of Suicidal Behavior
 - 15.11.4. Assessment
 - 15.11.5. Therapeutic Approach
 - 15.11.6. Absolute Indicators of Admission (or Maintaining Admission)
- 15.12. Intervention and Pain Management and Preparation of Invasive Interventions in Children and Adolescents
 - 15.12.1. Psychological Intervention for the Preparation of Invasive Interventions
 - 15.12.2. Relaxation Technique
- 15.13. Psychosomatic Paidopsychiatry
 - 15.13.1. Special Characteristics for Psychosomatic Paidopsychiatry
 - 15.13.2. Psychosomatic Paidopsychiatry
 - 15.13.3. Interconsultation Times in Psychosomatic Paidopsychiatry
 - 15.13.4. Most Frequent Problems and Pathologies

- 15.14. Psychopharmacology in the Interconsultation
 - 15.14.1. Pediatric Psychopharmacology or Development First Principles
 - 15.14.2. Psychpharmacology in Pediatric Illnesses
- 15.15. Psychosomatic Paedopsychiatry in Pediatric Gastroenterology
 - 15.15.1. Repetitive Abdominal Pain
 - 15.15.2. Chronic Inflammatory Bowel Disease
 - 15.15.3. Ulcerative Colitis
 - 15.15.4. Coeliac Disease
- 15.16. Psychosomatic Paedopsychiatry in Pediatric Pneumology
 - 15.16.1. Asthma
 - 15.16.2. Cystic Fibrosis

Module 16. Advances in Treatments in Child and Adolescent Psychiatry

- 16.1. Environmental Treatments
 - 16.1.1. Third Generation Therapies
- 16.2. Behavioral Treatment
 - 16.2.1. Cognitive Behavioral Therapy
 - 16.2.2. Parent Training
 - 16.2.3. Family Therapy (Systemic)
 - 16.2.4. Individual Psychotherapy
 - 16.2.5. Group Psychotherapy
- 16.3. Psychoanalysis
 - 16.3.1. Psychoanalytical Technique
 - 16.3.2. Indications of Psychoanalysis
 - 16.3.3. Results of Psychoanalysis
 - 16.3.4. Psychoanalytical Psychotherapy
- 16.4. Pharmacological Treatment. Dose and Application
 - 16.4.1. Mechanisms of Action for Drugs
 - 16.4.2. Precautions, Warnings and Informed Consent
- 16.5. Surgical Treatments
 - 16.5.1. Sex Reassignment Surgery (SRS)
 - 16.5.2. Neurosurgery

- 16.6. Technological Treatment EBM Recommendations
 - 16.6.1. Technological Treatment
 - 16.6.2. EBM Therapeutic Recommendations

Module 17. Child and Adolescent Psychiatric Emergencies

- 17.1. Emergency Diagnosis and Urgent Report
 - 17.1.1. Definition and Epidemiology of Psychiatric Emergencies
 - 17.1.2. Evaluation of Emergencies
 - 17.1.3. Differential Diagnosis and Psychomotor Agitation
- 17.2. Anxiety Syndrome
 - 17.2.1. Anxiety Disorders
 - 17.2.2. Anxiety Syndrome in Emergencies
- 17.3. Non-Suicidal Self-Harm
 - 17.3.1. Risk Factors
 - 17.3.2. Explanatory Models
 - 17.3.3. How to Act from a Pediatric Emergency Department
 - 17.3.4. Current Treatments
- 17.4. Approach to Suicidal Behaviour from Pediatric Emergency Departments
 - 17.4.1. Risk Factors and Protection
 - 17.4.2. Explanatory Models
 - 17.4.3. How to Act from a Pediatric Emergency Department
 - 17.4.4. Current Psychological Treatment
- 17.5. Motor Agitations
 - 17.5.1. Patient Evaluation
 - 17.5.2. Etiology and Diagnosis
 - 17.5.3. Approach and Treatment
- 17.6. Psychotic Picture
 - 17.6.1. Epidemiology
 - 17.6.2. Etiology
 - 17.6.3. Clinical Symptoms
 - 17.6.4. Diagnostic Evaluation and Differential Diagnosis
 - 17.6.5. Treatment and Approach
 - 17.6.6. Course and Prognosis

- 17.7. Substance Abuse Problems
 - 17.7.1. Etiology and Epidemiology
 - 17.7.2. Types of Substances
 - 17.7.3. Clinical Symptoms
 - 17.7.4. Differential Diagnosis
 - 17.7.5. Treatment
- 17.8. Family Conflicts
 - 17.8.1. Physical Space and First Contact
 - 17.8.2. Family Conflict and Lawsuit
 - 17.8.3. Family Structure and Configuration
 - 17.8.4. Life Cycle
 - 17.8.5. Elaboration of a Diagnostic Hypothesis on the Family Conflict
 - 17.8.6. Family Interventions
- 17.9. Bullying
 - 17.9.1. Detection
 - 17.9.2. Intervention
 - 17.9.3. Prevention
 - 17.9.4. Final Reflections
- 17.10. Sexual Abuse
 - 17.10.1. Types of Child Maltreatment
 - 17.10.2. Classification of Child Sexual Abuse
 - 17.10.3. Characteristics of Child Sexual Abuse
 - 17.10.4. Evaluation of a Possible Case of Child Sexual Abuse

Module 18. Professional Skills in Child Psychiatry

- 18.1. The Clinical Interview
 - 18.1.1. Types of Interviews
 - 18.1.2. Parent Interview
 - 18.1.3. Interview and Examination Elements in Children
 - 18.1.4. Child Play and Drawing
 - 18.1.5. Adolescent Interview
 - 18.1.6. Interview of Other Adults

- 18.2. Child Examination
 - 18.2.1. Physical Examination
 - 18.2.1.1. Physical Examination
 - 18.2.1.2. Medical Examination
 - 18.2.1.3. Significance of Lesser Neurological Symptoms
 - 18.2.1.4. Neuroimaging Studies in Child and Adolescent Psychiatry
 - 18.2.2. Psychological/Mental Health Examination
 - 18.2.2.1. Cognitive Examination
 - 18.2.2.2. Emotional Examination
 - 18.2.2.3. Social Examination
 - 18.2.2.4. Instrumental Examination
 - 18.2.2.5. Interpretive Instruments
 - 18.2.3. Psychopathological Examination
- 18.3. Neuroimaging and Other Complementary Studies
 - 18.3.1. Magnetic Resonance
 - 18.3.2. Neuroimaging Techniques Using Radiotracers PET/SPECT
- 18.4. The Diagnostic Process and Reasoning
 - 18.4.1. Diagnostic Evaluation What and Why?
 - 18.4.2. Functional Analysis of Behavior

Module 19. Clinical Management of Psychiatry

- 19.1. General Principles, Guidelines, Plans and Programs Reference Models
 - 19.1.1. Principles and Reference Guidelines for Caring for Minors with Psychic Problems
 - 19.1.2. Plans and Programs on Mental Health of Children and Adolescents
 - 19.1.3. Reference Models
- 19.2. Recipients, Service Portfolio, Health Care Network and Health Care Processes
 - 19.2.1. Recipients
 - 19.2.2. Portfolio of services
 - 19.2.3. Health Care Network
 - 19.2.4. Health Care Processes

- 19.3. Professional Teams and Profiles, Coordination, Management Tools and Indicators
 - 19.3.1. Professional Teams and Professional Profiles
 - 19.3.2. Coordination
 - 19.3.3. Management Tools
 - 19.3.4. Indicators

Module 20. Community Intervention in Childhood Psychiatry

- 20.1. School
 - 20.1.1. Attention to Diversity
 - 20.1.2. Characteristics and Strategies for Care of Different Mental Disorders in the School Environment
- 20.2. Social Services
 - 20.2.1. Early Care
 - 20.2.2. High Risk Families
 - 20.2.3. Interventions in Multi-Problematic Families
 - 20.2.4. Maltreatment and Neglect
 - 20.2.5. Boarding and Lodging
 - 20.2.6. Adoption
- 20.3. Medical-Legal Aspects of Childhood Psychiatry
 - 20.3.1. Legal Aspects in Clinical Practice
 - 20.3.2. Divorce, Separation and New Forms of Cohabiting
 - 20.3.3. Psychiatric Hospitalization of Children and Adolescents
 - 20.3.4. Mental Health in the Juvenile Justice System
 - 20.3.5. Bad Practice (Iatrogenic) and Professional Liability
 - 20.3.6. Testifying in a Court of Law
- 20.4. Mental Health in Adults
 - 20.4.1. Transition Between Services
 - 20.4.2. First Psychotic Episodes
 - 20.4.3. ADHD and Autism After 18 Years of Age



This program will allow you to learn about the latest innovations in clinical management in psychiatry"

05

Methodology

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

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



“

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

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

“

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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving 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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your 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 TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

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

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



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



07 Certificate

The Advanced Master's Degree in Clinical Psychiatry guarantees you, in addition to the most rigorous and up-to-date training, access to a Advanced Master's Degree issued by TECH Global University.



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

This program will allow you to obtain your **Advanced Master's in Degree diploma Clinical Psychiatry** 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.

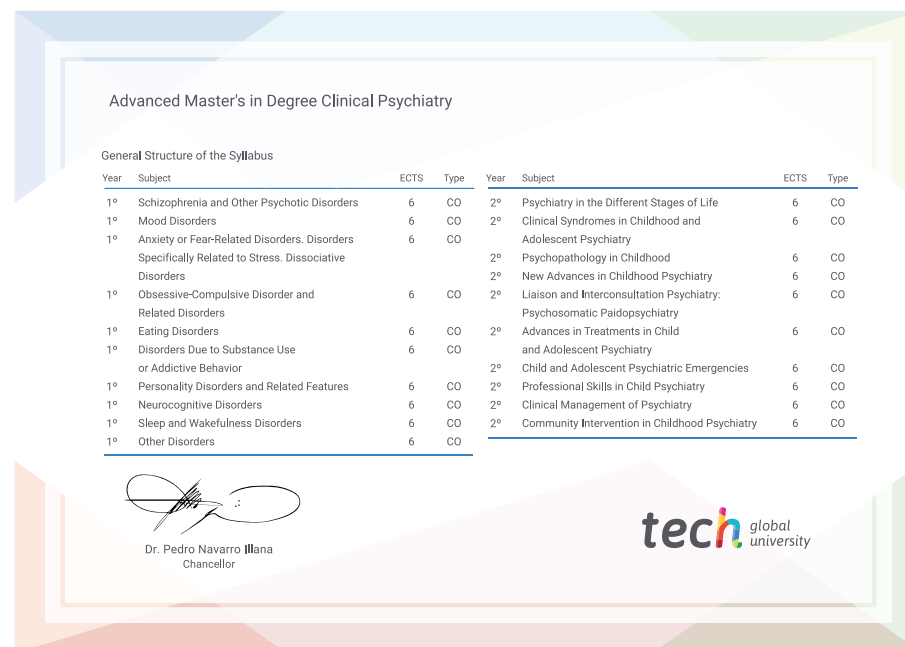
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Advanced Master's in Degree Clinical Psychiatry**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University 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

online training

development language

virtual classroom

tech global
university

Advanced Master's
Degree

Clinical Psychiatry

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Advanced Master's Degree Clinical Psychiatry

