

Postgraduate Certificate

Clinical Syndromes in Child and Adolescent Psychiatry



Postgraduate Certificate Clinical Syndromes in Child and Adolescent Psychiatry

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 9 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-certificate/clinical-syndromes-child-adolescent-psychiatry

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01

Introduction

Child and Adolescent Psychiatry is not a subspecialty of Psychiatry or Pediatrics. It is a convergence of both, but also of Psychology and Pedagogy, among others. It is not a simple extension of them, and this has been recognized throughout the world for decades.





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Expand your knowledge of child and adolescent psychiatry through this program, where you will find the best teaching material with real clinical cases. Learn here about the latest advances in the specialty to perform quality medical practice”

The WHO in 2005 (Child and Adolescent Mental Health Policies and Plans) launched its global alert:

- ♦ "Most psychiatric disorders in childhood are not adequately addressed, resulting in: increased social costs, increased rates of psychiatric morbidity in adulthood, and increased rates of delinquency.
- ♦ Individuals with untreated mental disorders represent a disproportionate segment of the population in the juvenile and adult delinquency justice systems.
- ♦ These sequelae are particularly tragic because some mental illnesses are preventable, many are treatable, and children with psychiatric disorders could live normal or near-normal lives if given appropriate treatment."



Increase your skills in the approach to child and adolescent clinical syndromes through this program"

This **Postgraduate Certificate in Clinical Syndromes in Child and Adolescent Psychiatry** is the most complete and up-to-date scientific program on the market. The most important features of the course are:

- ♦ Clinical cases presented by experts in psychology. The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ Diagnostic and therapeutic innovations in the treatment of child and adolescent clinical syndromes.
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations.
- ♦ With a special emphasis on evidence-based medicine and research methodologies in emergencies.
- ♦ All of this will be complemented by 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.

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This Postgraduate Certificate may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge of clinical syndromes in child and adolescent psychiatry, you will obtain a qualification from TECH Global University”

Forming part of the teaching staff is a group of professionals in the world of psychiatry who bring to this course their work experience, as well as a group of renowned specialists recognized by esteemed scientific communities.

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 training program to train in real situations.

Problem-Based Learning underpins this program design, and the psychiatry must use it to try and solve the different professional practice situations that arise throughout the course. For this reason, you will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of psychiatry with extensive teaching experience.

This Postgraduate Certificate offers training in simulated environments, which provides an immersive learning experience designed to train for real-life situations.

It includes clinical cases to bring the program as close as possible to the reality of medical care.



02

Objectives

The main program objective is to develop theoretical and practical learning, so that psychiatrists can master clinical syndromes in child and adolescent psychiatry in a practical and rigorous way.



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This program will provide you with the skills to carry out your psychiatry praxis with confidence and will help you grow both personally and professionally”



General Objective

- ♦ This program is aimed at facilitating psychiatrist performance in treating psychiatric pathology in children and adolescents



Specific Objectives

- ♦ Access the knowledge and understand of the different mental functions in the first stages of a human's life
- ♦ Know how to differentiate between the psychological disorders in the natural evolutionary changes
- ♦ Identify the factors which influence the integral development of a human being in the first stages of development
- ♦ Explain the contribution of various scientific sources to the field of child and adolescent psychiatry and psychotherapy
- ♦ Define the main psychopathological and clinical issues that occur in childhood and adolescence
- ♦ Understand the specificities of clinical presentation specific to different stages of development
- ♦ Deepen understanding of the clinical diagnostic methods in the different psychopathological processes
- ♦ Know how to perform psychodiagnostic sequencing in childhood and adolescence



Seize the opportunity and take the step to get up to date on the latest developments in Clinical Syndromes in Child and Adolescent Psychiatry.



03

Course Management

This program includes highly regarded health professionals in the field of psychiatry in its teaching staff, who bring the experience of their work to this training.

In addition, renowned specialists, members of prestigious national and international scientific communities, are involved in designing and preparing the program.





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Learn the latest advances in clinical syndromes in child and adolescent psychiatry from leading professionals”

International Guest Director

Included as one of the “most influential minds” in the Clarivate list and with more than 40 research awards, Dr. Christoph U. Corell is one of the major references in the field of Psychiatry. He has developed his professional, teaching and scientific career in Germany, Great Britain and the United States.

His passion for this specialty led him to focus his efforts on the study of the identification and treatment of young people and adults with severe mental illnesses. He has also conducted numerous clinical trials and has delved into areas such as Schizophrenia, Bipolar Disorder, Major Depression and other psychotic disorders.

Corell has also focused on the analysis of mood and autism/behavioral spectrum disorders, ranging from the prodrome to the first episode, patients with multiple episodes and refractory illnesses. The result of his hard work is reflected in the more than 700 journal articles, authored and co-authored, which place him with a Google Scholar Index h 136. He also has numerous publications, active participation in national and international conferences.

A great potential that is evident, in turn, in his performance as a professor in the classrooms of high-level academic institutions. In addition, he is an international reference in his role as a communicator, which has led him to participate in media spaces, where he conveys information in a simple and direct way both to the public and to other experts in the same field.



Dr. Corell, Christoph U.

- ♦ Researcher at the Center for Psychiatric Neuroscience Feinstein Institute for Medical Research
- ♦ Medical Director at Zucker Hillside Hospital in the Recognition and Prevention Program (RAP)
- ♦ Co-Director of the Child and Adolescent Psychiatry Laboratory of the Center for Psychiatric Neuroscience at Feinstein Institute for Medical Research
- ♦ Professor of Psychiatry at the Hofstra/Northwell Zucker School of Medicine
- ♦ Professor and Head of the Department of Child and Adolescent Psychiatry at Charité University Medicine, Berlin
- ♦ Medical degree from the Free University of Berlin and the University of Dundee Medical School
- ♦ Member of: International Society for Bipolar Disorders (ISBD), German Association of Child and Adolescent Psychiatry (DGKJP), Lundbeck International Neuroscience Foundation (LINF), Société Médico-Psychologique, Schizophrenia International Research Society (SIRS), American Society of Clinical Psychopharmacology (ASCP), International Early Psychosis Association (IEPA), Nordostdeutsche Gesellschaft für Psychiatrie, Psychotherapie und Psychosomatik des Kindes- und Jugendalters e. V., European College of Neuropsychopharmacology (ECNP)

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

Management



Dr. Cantó Diez, Tomás J.

- ◊ Degree in Medicine from the University of Alicante
- ◊ Specialist in Psychiatry, Clinical Provincial Hospital in Barcelona
- ◊ Master's Degree in Clinical Management and Mental Health, Pablo Olavide University, Seville
- ◊ 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
- ◊ Coordinator of the Childhood Mental Health Unit, Alicante University General Hospital
- ◊ Professor for the Master's Degree in Mental Health, Miguel Hernandez de Elche University
- ◊ Professor for the Refresher Course in Child and Adolescent Mental Health, Miguel Hernandez de Elche University
- ◊ Clinical Practice Tutor, 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)
- ◊ Member of the Society of Psychiatry of the Valencian Community (SPCV)
- ◊ Member of the Spanish Society of Psychiatry (SEP)



Dr. Alda, José Angel

- ◆ Degree in Medicine from the University of Zaragoza
- ◆ Specialist in Psychiatry
- ◆ Doctor of Medicine and Surgery from the University of Zaragoza
- ◆ 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
- ◆ Professor for the Master's Degree in Clinical Child and Adolescent Psychopathology in the faculty of Psychology at the Autonomous University of Barcelona
- ◆ Professor for the Master's Degree in Clinical Child and Adolescent Psychopathology in the faculty of Psychology at the Autonomous University of Barcelona
- ◆ Professor on the Adana Foundation Master's Postgraduate Course Specialization in ADHD, Learning Disorders and Behavioral Disorders
- ◆ Professor for the Training Master's in Paidopsychiatry Autonomous University of Barcelona
- ◆ Professor for the 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
- ◆ Professor of the degree subject "Mental Health Nursing" Sant Joan de Déu University Esplugues
- ◆ 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
- ◆ Member of the Spanish Association of Child and Adolescent Psychiatry (AEPNYA)
- ◆ Member of the Medical Sciences Academy of Catalunya
- ◆ Coordinator of the Clinical Practice Guide on ADHD for the Ministry of Health (2010)
- ◆ Member of the creation group of the Clinical Practice Guide on ADHD for the Ministry of Health (2016)
- ◆ Vice president of the Spanish Association of Child and Adolescent Psychiatry (AEPNYA)

04

Structure and Content

The content structure has been designed by a team of professionals who recognize the implications of training in daily medical practice in clinical syndromes in child and adolescent psychiatry, who are aware of the current relevance of training to be able to treat patients with psychiatric pathologies, and who are committed to quality teaching through new educational technologies.



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This Postgraduate Certificate in Clinical Syndromes in Child and Adolescent Psychiatry is the most complete and up-to-date scientific program on the market”

Module 1. Clinical Syndromes in Childhood and Adolescent Psychiatry

- 1.1. Diagnostic Taxonomies
 - 1.1.1. Definition
 - 1.1.2. Historical Introduction
 - 1.1.3. Current Classification Systems
- 1.2. Abuse and Addictions
 - 1.2.1. Alcohol and Drugs
 - 1.2.2. Behavioral Addictions
 - 1.1.3. Dual Pathologies
- 1.3. Eating Disorders
 - 1.3.1. Etiology
 - 1.3.2. Clinical Evaluation
 - 1.3.2.1. Clinical Features in Anorexia Nervosa
 - 1.3.2.2. Clinical Features in Bulimia Nervosa
 - 1.3.2.3. Complementary Evaluations
 - 1.3.3. Diagnosis
 - 1.3.4. Treatment
 - 1.3.4.1. Nutritional Treatment
 - 1.3.4.2. Psychological Treatment
 - 1.3.4.3. Medical treatment
 - 1.3.5. Prevention
- 1.4. The Environment in Child Psychiatry
 - 1.4.1. School Bullying
 - 1.4.2. Adaptation Disorders
 - 1.4.3. Post-Traumatic Stress Disorder
 - 1.4.4. Treatment of PTSD
 - 1.4.5. Parental Alienation Syndrome
 - 1.4.6. Bonding Disorders
 - 1.4.7. Reactive Attachment Disorder
 - 1.4.8. Disinhibited Social Relationship Disorder
- 1.5. Mood Disorder
 - 1.5.1. Depression
 - 1.5.2. Grief
 - 1.5.3. Bipolar Disorder
- 1.6. Anxiety Disorder
 - 1.6.1. Childhood Fears and Simple Phobias
 - 1.6.2. Separation Anxiety Disorder
 - 1.6.3. Selective Mutism
 - 1.6.4. Generalized Anxiety Disorder
 - 1.6.5. Social Anxiety Disorder
 - 1.6.6. Panic Attacks and Panic Disorder
- 1.7. Autism and Social Community Disorder
 - 1.7.1. Autism Spectrum Disorder
 - 1.7.2. Social Communication Disorder (Pragmatic)
- 1.8. Cognition Disorder
 - 1.8.1. Borderline Intellectual Level
 - 1.8.2. Intellectual Disability
 - 1.8.3. Childhood Dementia
- 1.9. Basic Instincts
 - 1.9.1. Aggressiveness
 - 1.9.1.1. Self-Aggression
 - 1.9.1.2. Hetero-Aggressiveness
 - 1.9.2. Sphincters
 - 1.9.2.1. Encopresis
 - 1.9.2.2. Enuresis
 - 1.9.3. Sexuality
 - 1.9.3.1. Sexual Problems in Children and Adolescents
 - 1.9.3.1. Sexual Identity Disorder
 - 1.9.3.3. Atypical Psychosexual Development
 - 1.9.4. Sleep
 - 1.9.4.1. Parasomnia
 - 1.9.4.1. Dyssomnia

- 1.10. Psychotic Disorders.
 - 1.10.1. Terms
 - 1.10.2. Epidemiology
 - 1.10.3. Etiology
 - 1.10.4. Clinical symptoms
 - 1.10.5. Diagnostic Evaluation and Differential Diagnosis
 - 1.10.6. Treatment and Approach
 - 1.10.7. Course and Prognosis
- 1.11. Obsessive Compulsive Disorder
 - 1.11.1. Epidemiology
 - 1.11.2. Etiology
 - 1.11.3. Pathophysiology.
 - 1.11.4. Manifestations and Clinical Course Clinical Differences with OCT in Adults
 - 1.11.5. Differential Diagnosis.
 - 1.11.6. Comorbidity
 - 1.11.7. Treatment
- 1.11. Personality Disorders
 - 1.11.1. Prevalence of Personality Disorders in Children and Adolescents
 - 1.11.2. Clinical manifestations
 - 1.11.3. Cormorbidity and Prognosis
 - 1.11.4. Diagnosis
 - 1.11.5. Intervention and Treatment
- 1.13. Other Disorders
 - 1.13.1. Learning Disorders
 - 1.13.2. Speaking Disorder
 - 1.13.3. Language Disorder
 - 1.13.4. Reading Disorder
 - 1.13.5. Motor Disorders
 - 1.13.6. Other Non-Mental Disorders
- 1.14. Behavioral Disorders I. Tics, Tourette's and ADHD
 - 1.14.1. Tics
 - 1.14.2. Tourette's Syndrome
 - 1.14.3. Attention Deficit Hyperactivity Disorder (ADHD) in Children and Adolescents
- 1.15. Behavioral Disorders II. Disruptive, Impulsive or Antisocial Personality
 - 1.15.1. Epidemiology
 - 1.15.2. Etiology
 - 1.15.3. Disruptive Behavior Disorders
 - 1.15.4. Antisocial Personality Disorder
 - 1.15.5. Impulse Control Disorder
 - 1.15.6. Management



A unique, key, and decisive training experience to boost your professional development"

05

Methodology

This training program provides you with a different way of learning. Our methodology uses a cyclical learning approach: *Re-learning*.

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



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Discover Re-learning, 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

In a given situation, what would you do? Throughout the program, you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, 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 can experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gervas, 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 potential 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 professional medical practice.

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Did you know that this method was developed in 1912 at Harvard for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Students 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 has a clear focus on 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.



Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our University is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



The physician 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 250,000 physicians with unprecedented success, in all clinical specialties regardless of the surgical load. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Re-learning 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 (we 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.



In this program you will have access to the best educational material, prepared with you 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 really specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Latest Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All this, in first person, 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

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides. in our virtual library you will have access to everything you need to complete your training.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through 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 your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you 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 our difficult future decisions.



Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



06 Certificate

The Postgraduate Certificate in Clinical Syndromes in Psychiatry guarantees, in addition to the most accurate and updated specialization, access to a qualification issued by TECH Global University.



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Successfully complete this training and receive your diploma without the hassle of travel or paperwork”

This program will allow you to obtain your **Postgraduate Certificate in Clinical Syndromes in Child and Adolescent 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.

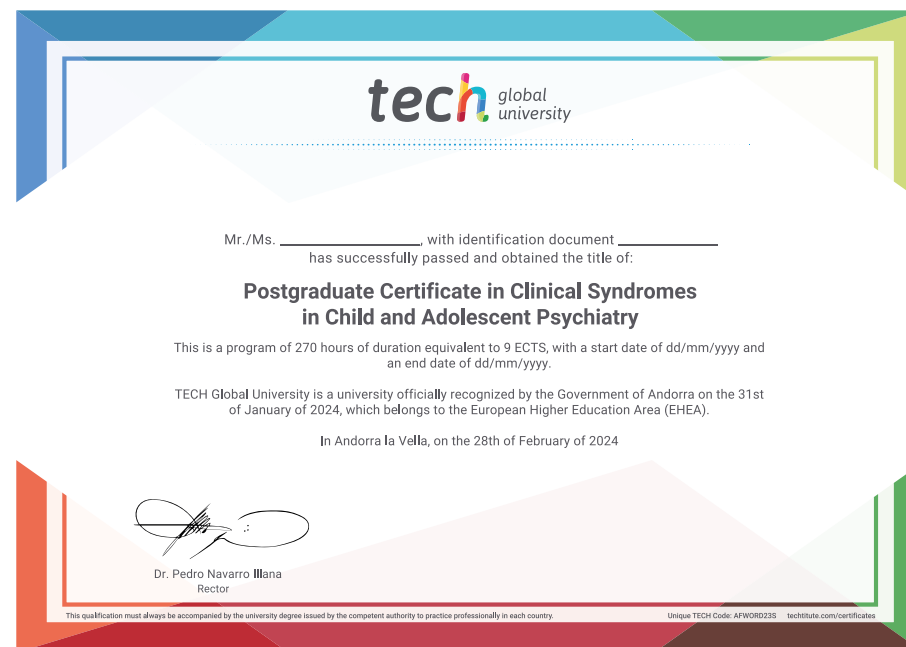
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Clinical Syndromes in Child and Adolescent Psychiatry**

Modality: **online**

Duration: **6 weeks**

Accreditation: **9 ECTS**



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

tech global
university

Postgraduate Certificate
Clinical Syndromes in Child
and Adolescent Psychiatry

- » Modality: online
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Postgraduate Certificate

Clinical Syndromes in Child and Adolescent Psychiatry

