

Postgraduate Certificate

Cognitive-Behavioral Intervention in Heroin and Morphine Addiction





Postgraduate Certificate Cognitive-Behavioral Intervention in Heroin and Morphine Addiction

- » Modality: online
- » Duration: 2 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/in/medicine/postgraduate-certificate/cognitive-behavioral-intervention-heroin-morphine-addiction

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01

Introduction

This program was created with the aim of helping physicians to update and acquire new knowledge in the field of intervention and approach to heroin and morphine addiction. All this, from a cognitive-behavioral approach. In this way, and after two months of intensive education led by highly prestigious professionals, the professional will be able to understand the effects that these substances cause in the brain and the interrelation of the neurological centers involved in addictions, among other issues of interest.





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Take your education a step further by understanding the effects of heroin and morphine on the brain of addiction patients”

This Postgraduate Certificate is unique in that it offers the physician a multitude of techniques and tools to intervene in various types of addictions. Specifically, those involving morphine and heroin. Aimed at professionals who wish to specialize in this field, or who want to update their knowledge in this regard, the program offers the latest advances in this area based on the positive effects of the cognitive-behavioral approach.

In this way, the program covers heroin and morphine addiction as one of the fields that physicians will have to deal with most in their daily practice. This will help them to position and orient themselves in the intervention in a realistic and committed way, knowing the role they must play in the intervention together with other professionals and knowing how to apply the most appropriate techniques for each moment of the intervention process.

The teaching team of this program has made a careful selection of each of the topics of this program in order to offer the student the most complete study opportunity possible and always linked to current events.

As it is an online Postgraduate Certificate, the student is not constrained by fixed schedules or the need to move to another physical location, but rather, they can access the contents at any time of the day, allowing them to balance their professional or personal life with their academic life as they please.

This **Postgraduate Certificate in Cognitive-Behavioral Intervention in Heroin and Morphine Addiction** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of clinical cases presented by medical experts
- ♦ 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
- ♦ New developments in the diagnostic and therapeutic performance in Cognitive-Behavioral Intervention in Heroin and Morphine Addiction
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ 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



Thanks to this Postgraduate Certificate you will learn how to approach heroin and morphine addictions from a new perspective based on cognitive-behavioral psychology"

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You will be able to study comfortably, without the need for traveling or schedules. You will be the one who sets the pace of your studies"

It includes, in its teaching staff, health professionals belonging to the field of Cognitive-Behavioral Intervention in Heroin and Morphine Addiction, who bring to this program their work experience, in addition to recognized specialists belonging to scientific societies of reference.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise during the course. For this purpose, they will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of Cognitive-Behavioral Intervention in Heroin and Morphine Addiction with extensive teaching experience.

The Postgraduate Certificate includes real clinical cases and exercises to bring the content of the program closer to the clinical practice of a physician.

Addiction is a complex and profound public health problem. It is therefore crucial for physicians to update their knowledge in this field in order to offer quality education adapted to current standards.



02 Objectives

From high-quality content and practical cases based on the latest postulates in the field, the students will be able to achieve their professional objectives by positioning themselves as a reference physician in the treatment of addictions. In this way, and from a cognitive-behavioral approach, the student will become a positive influence not only at an individual level for each patient, but also at a collective level for their positive contribution to the society that surrounds them.





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Achieve your professional goals by studying with a University that prepares you to take on today's challenges in your profession"



General Objectives

- ♦ Analyze the current state of the world of heroin and morphine addiction
- ♦ Discover the neurological bases of different addictions
- ♦ Define the basic concepts commonly used by the scientific community in the field of addictions and formulate the different aspects to be taken into account by the physician in the assessment and intervention in these cases
- ♦ Offer a base of knowledge and procedures which provides the student with the necessary confidence and solid foundations to address real cases
- ♦ Reflect and practice different situations of intervention in cases of addictions
- ♦ Establish the differentiating criteria between the prevention and treatment of addictions, as well as the levels of prevention which already exist
- ♦ Provide the student with the keys to the evaluation framework in the case of addictions



Take the opportunity and take the step to get up to date on the latest developments in addiction classification and taxonomy today"





Specific Objectives

- ♦ Understand the effects of substances on the brain and the interrelation of the main neurological centers involved in addictions
- ♦ Highlight the techniques and tools of psychological assessment that the student will use in their daily practice, as well as the areas of assessment, in order to carry out a correct differential diagnosis as , well as the detection of dual pathology
- ♦ Define the role of the psychologist in the assessment and intervention of addictions
- ♦ Identify the necessary criteria to carry out a preventative intervention as well as the most appropriate type of intervention in each case
- ♦ Perform a classification of opiates and opioids
- ♦ Establish the most common forms of consumption of these substances
- ♦ Develop the impact and effects of heroin and morphine on health
- ♦ Define the neurobiology of heroin and morphine addiction
- ♦ Address different treatments for the management of heroin and morphine addiction, with proper relapse prevention and maintenance



03

Course Management

TECH has selected a team of experts in Psychological Intervention in Drug Addiction with the Cognitive-Behavioral Model for the design of this Postgraduate Certificate. Therefore, the quality of its contents is based on the pillars of excellence. As a result, students who decide to take this program will have the opportunity to learn from the most qualified professionals in this field. In this way, the graduate will have a faculty that stands out not only for its professionalism and experience in this area, but also for its proximity and human quality.



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Specialize in the approach to the pathologies present in opiate addiction thanks to this Postgraduate Certificate"

International Guest Director

Doctor David Belin, a renowned specialist in Behavioral Neuroscience, has left a significant mark in international research. In fact, already during his PhD, he revolutionized the field by developing the first preclinical model of Cocaine Addiction, based on human clinical criteria.

This prestigious scientist has dedicated a large part of his professional career to the field of scientific innovation, combining advanced techniques, from Experimental Psychology to precise brain manipulations and molecular studies. All this with the aim of unraveling the neural substrates of Impulsive/Compulsive Disorders, such as Drug Addiction and Obsessive-Compulsive Disorder.

Likewise, his career took a transcendental turn when he joined the laboratory of Professor Barry Everitt at the University of Cambridge. His pioneering research on the Corticostriatal Mechanisms of Cocaine Seeking, as well as the relationships between impulsivity and compulsive self-administration of the drug, broadened the global understanding of individual vulnerability to addiction.

Dr. Belin also obtained tenure at the Institut National de la Santé et de la Recherche Médicale (INSERM) in France. There, he established a research team in Poitiers, which focused on the Neural and Cellular Mechanisms of Vulnerability to Compulsive Disorders. Although he has never stopped his research on the Neural and Psychological Mechanisms of Compulsive Disorders, he has never stopped his research on the Neural and Psychological Mechanisms of Compulsive Disorders.

With more than 75 publications, he has been awarded the Mémain-Pelletier Prize of the French Académie des Sciences and the Young Investigator Award of the European Behavioural Pharmacology Society. He was one of the first members of the FENS-Kavli Network of Excellence, an international network of young scientists supporting neuroscience research.



Dr. David Belin

- Researcher at the University of Cambridge
- Researcher at the Institut National de la Santé et de la Recherche Médicale (INSERM).
- Mémain-Pelletier Award of the Académie des Sciences
- Young Investigator Award of the European Behavioural Pharmacology Society
- PhD in Behavioral Neuroscience from the University of Bordeaux 2
- Graduate in Neuroscience and Neuropharmacology, University of Bordeaux
- Member of:
 - Homerton College
 - FENS-Kavli Network of Excellence

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

Management



Dr. Gandarias Blanco, Gorka

- Director of the URASKA clinical center. Founder of the Psychology and Psychotherapy Consultancy
- Head of the Guidance and Educational Innovation Department of the San José School in Nanclares de la Oca
- Psychologist specialized in psychotherapy recognized by the EFPA (European Federation of Psychologists' Associations)
- Degree in Psychology. Deusto University
- Master's Degree in Time-Limited and Health Psychotherapy
- International Master's Degree in Clinical and Health Psychology
- Diploma in Gestalt Therapy
- Cooperative Learning Specialist, Coach Level in the Conscious Emotional Bonding Model (VEC)

Coordinator



Aguado Romo, Roberto

- President of the European Institute of Time-Limited Psychotherapy
- Psychologist in private practice
- Researcher in Time Limited Psychotherapy
- Guidance team coordinator for many schools
- Author of several books on Psychology
- Communicator and expert in Psychology in the media
- University courses and postgraduate studies teacher
- President of the European Institute of Time-Limited Psychotherapies
- Master's Degree in Clinical and Health Psychology
- Specialist in Clinical Psychology
- Selective Dissociation Targeting Specialist

Professors

Dr. Martínez Lorca, Alberto

- ♦ Nuclear Medicine Area Specialist, La Paz University Hospital
- ♦ Physician in the Nuclear Medicine Department of the Ramón y Cajal University Hospital
- ♦ Specialist in nuclear medicine area at the University Hospital Rey Juan Carlos-Quirón
- ♦ Doctor of Medicine
- ♦ Expert researcher in the area of cancer and hormone receptors
- ♦ Medical Education Manager
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ V.E.C. coaching
- ♦ Director of Neurological Studies at CEP in Madrid
- ♦ Specialist in Neurology of Dreams and their Disorders
- ♦ Disseminator for the children's population (Teddy Bear Hospital)

Fernández, Ángel

- ♦ Director of the Evaluation and Psychotherapy Center of Madrid
- ♦ European specialist psychologist in Psychotherapy from the EFPA
- ♦ Health Psychologist
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP
- ♦ Author of the TEN technique
- ♦ Head of studies on the Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Specialist in Clinical Hypnosis and Relaxation

Ms. González Agüero, Mónica

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology in the Quirón Hospital of Marbella
- ♦ Psychologist at Avatar Psychologists
- ♦ Psychologist and teacher at the European Institute of Time-Limited Psychotherapies (I.E.P.T.L.).
- ♦ Degree in Psychology, UNED

Mr. Kaiser Ramos, Carlos

- ♦ Specialist in Otorhinolaryngology and Cervical and Facial Pathology
- ♦ Head of the Otolaryngology department at Segovia General Hospital
- ♦ Member of the Royal Academy of Medicine of Salamanca
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in Psychosomatic Medicine

Dr. Martínez Lorca, Manuela

- ♦ Health Psychologist
- ♦ Professor in the Department of Psychology at the University of Castilla La Mancha CLM
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Degree in Psychology
- ♦ Doctor of Medicine



Ms. Roldan, Lucía

- ♦ Health Psychologist
- ♦ Cognitive-behavioral intervention specialist
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in energy therapy intervention

Ms. Soria, Carmen

- ♦ Head of the Psychosocial Unit of the CEP (Assessment and Psychotherapy Center associated with IEPTL)
- ♦ Private practice specializing in long-term disorders (Personality, Bipolar and Psychotic)
- ♦ Collaborating Professor Practicum at the Complutense University of Madrid
- ♦ Professor of the Master's Degree of Psychotherapy at the IEPTL
- ♦ Degree in Psychology from the Autonomous University of Madrid
- ♦ Specialist in General Health Psychology
- ♦ Master's Degree in Clinical and Health Psychology by CINTECO
- ♦ Master's Degree in Time-Limited Psychotherapy by IEPTL
- ♦ EMDR Therapist
- ♦ Specialized training in Personality Disorders and Psychotic Disorders in adults and adolescents
- ♦ Training in Dissociative Disorders
- ♦ Training in Couples Therapy

04

Structure and Content

It is common knowledge that one of the professions that requires constant educational updating is medicine, because as science advances, so does the medical approach to the different existing pathologies. The treatment of addictions is no exception, and that is why Postgraduate Certificate such as this one update the doctor's knowledge so that they are able to treat patients with this type of conditions from a new and more effective perspective than the ones previously used.



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Update your knowledge and join the group of doctors who are changing medicine thanks to their knowledge and scientific contributions”

Module 1. Assessment, Prevention and Psychological Treatment in Addictions

- 1.1. Assessment of the Physical Field and General State of Health
- 1.2. Assessment Through Laboratory Tests
- 1.3. Assessment of Neuropsychological Aspects
- 1.4. Assessment of Personality and Its Disorders
- 1.5. Assessment of Mental State and Its Disorders
- 1.6. Assessment of the Severity of Addiction to Substances
- 1.7. Assessment of the Severity of Addiction Not Related to Substances
- 1.8. Assessment of Psychosocial Aspects
- 1.9. Prevention of Addictions
- 1.10. Principles to Follow in the Treatment of Addictions
- 1.11. Therapeutic Objectives in the Treatment of Addictions and Motivation Towards Change
- 1.12. Transtheoretical Model
- 1.13. Cognitive-Behavioural Treatment: Commonly Used Techniques
- 1.14. Treatment Oriented Towards the Family
- 1.15. Group Therapy
- 1.16. Other Focuses of Treatment
- 1.17. Care Resources and Devices and Addiction Treatment





Module 2. Cognitive-Behavioral Treatment in Heroin and Morphine Addiction

- 2.1. Classification of Opiates and Opioids
- 2.2. Ways of Consuming Opiates and Opioids
- 2.3. Impact and Effect of Heroin and Morphine on Health
- 2.4. Neurobiology of Addiction to Heroin and Morphine
- 2.5. Disorders Related to Opiates
- 2.6. Psychological Evaluation in Opiates Addiction
- 2.7. Medical treatment
- 2.8. Psychological Treatment: Cognitive-Behavioural Treatment
- 2.9. Other Therapeutic Interventions and Types of Intervention Programs
- 2.10. Psychosocial Intervention in Special Populations
- 2.11. Approach to Other Pathologies Present in Addiction to Opiates
- 2.12. Prevention of Relapses and Maintaining Results



Lay the foundations for the growth of your skills thanks to this complete Postgraduate Certificate"

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.





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

At TECH 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.

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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 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

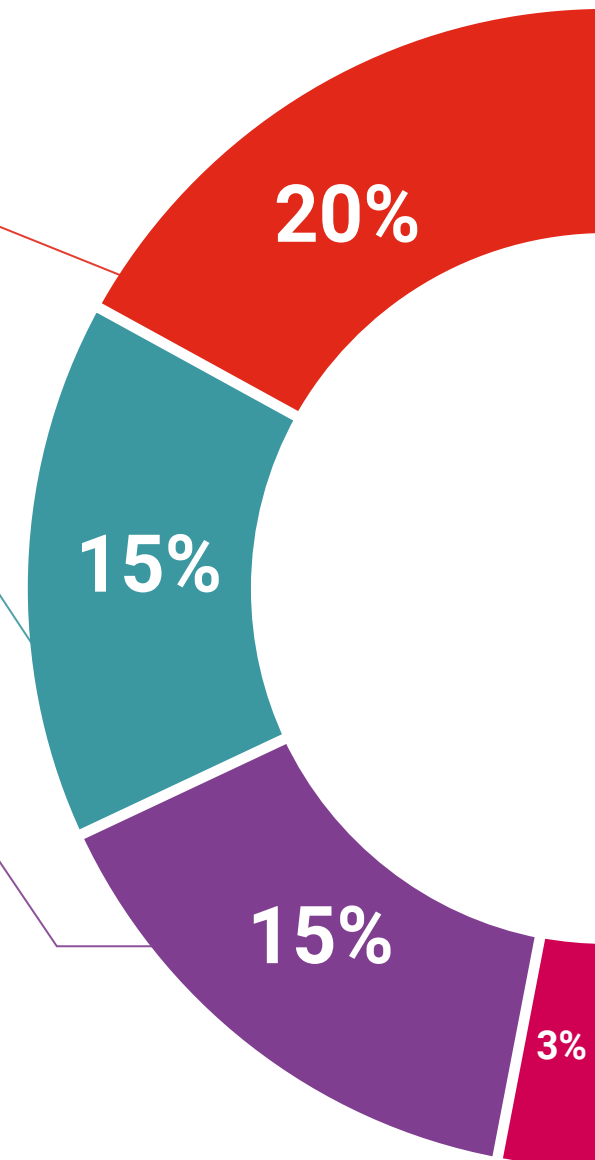
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.



06 Certificate

The Postgraduate Certificate in Cognitive Behavioral Intervention of Heroin and Morphine Addiction guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.





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

This **Postgraduate Certificate in Cognitive-Behavioral Intervention in Heroin and Morphine Addiction** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Certificate in Cognitive Behavioral Intervention of Heroin and Morphine Addiction**

Official N° of Hours: **375 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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



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Postgraduate Certificate

Cognitive-Behavioral Intervention in Heroin and Morphine Addiction

