

Postgraduate Diploma

Anxiety Disorders



Postgraduate Diploma Anxiety Disorders

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/in/medicine/postgraduate-diploma/postgraduate-diploma-anxiety-disorders

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01

Introduction

The specific and deep knowledge of anxiety disorders is, nowadays, one of the essential skills in the work of psychiatrists. Social anxiety disorders, specific phobias and their incidence in special populations will be addressed in this Postgraduate Diploma with a high qualification objective and a system of total flexibility.



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Update your knowledge with the latest advances in Anxiety-Related Disorders with a high-quality Postgraduate Diploma fully compatible with your professional and working life"

Anxiety-related disorders are sometimes unwittingly considered "second tier" when compared to others such as bipolar disorder or psychotic spectrum disorders that used to constitute what was called heavy psychiatry. Add to that other disorders that are being heavily researched, such as attention deficit disorder (ADHD) and borderline disorder; only obsessive-compulsive disorder (OCD) and post-traumatic stress disorder, would be close to a first line of intervention.

The reality is that without entering into comparisons of severity, which would be out of the scientific context, a large part of these disorders are more frequent and therefore a greater number of people are affected.

It is considered that lately there is a certain tendency, even in psychiatrists, to focus psychotherapeutic and sometimes pharmacological treatments on mitigating anxiety or its symptomatological equivalents. This approach is losing sight of the fact that the fundamental issue is to treat nosological entities. It is possible that it may be influenced by the rapid satisfaction of the patient when they perceive that their symptoms are improving.

Another important aspect is that in these disorders the population tends to link the psychiatrist with drugs or other biological treatments, and psychotherapy with other mental health professions, so it is an important task of the psychiatric profession to show the user that the psychiatrist can, and should, perform psychotherapeutic treatments.

This program includes the latest updates on differential diagnosis, clinical and therapeutic management of anxiety-related disorders. It presents a theoretical and practical learning system based on theoretical models and clinical cases, to facilitate learning and clinical application.

It also presents the theoretical aspects from the presentation of clinical cases by professionals in the field of psychiatry, which facilitates learning in a simple and educational way.

It favors learning through the elaboration of theoretical-practical models that facilitate the integration of the clinical aspects of psychiatry that facilitate the integration of clinical and therapeutic aspects.

This **Postgraduate Diploma in Anxiety Disorders** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Supplementary documentation databases are permanently available, even after the course



With this Postgraduate Diploma you will be able to combine high-intensity training with your professional and personal life, achieving your goals in a simple and real way"

“*The learning in this Postgraduate Diploma is developed through the most developed teaching methods in online teaching to guarantee that your efforts produce the best results possible*”

Our teaching staff is made up of professionals from different fields related to this specialty. In this way, we ensure that we provide you with the training update we are aiming for. A multidisciplinary team of professionals trained and experienced in different environments, who will cover the theoretical knowledge in an efficient way, but, above all, will bring the practical knowledge from their own experience to the course: one of the differential qualities of this course.

This mastery of the subject is complemented by the effectiveness of the methodology used in the design of this Postgraduate Diploma in Anxiety Disorders. Developed by a multidisciplinary team of experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need for your specialization.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, TECH will use telepractice: with the help of an innovative interactive video system, and learning from an expert you will be able to acquire the knowledge as if you were facing the scenario you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

A highly qualified program that will allow you to act with solvency from the moment of diagnosis to the treatment programming and its development.

A specialization created and directed by professional experts in Psychiatry, Psychology and Anxiety Disorders, which make this Postgraduate Diploma a unique opportunity for professional growth.



02 Objectives

The objective of this program is to provide psychiatric professionals with the knowledge and skills necessary to perform their activity in the treatment of anxiety disorders and those associated with them. Through a study plan totally adapted to the student, this Postgraduate Diploma will progressively allow you to acquire the skills that will push you towards a much higher professional level.



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Incorporate the knowledge and approaches related to Anxiety Treatment into your skills and offer your patients a much more comprehensive and holistic care"



General Objectives

- Know the evolution of the concept of anxiety over time
- Identify the different anxiety-related disorders and their clinical manifestations
- Understand the etiopathogenic factors of anxiety-related disorders
- Master the different therapeutic approaches in anxiety-related disorders (pharmacological, psychotherapeutic and social)



A boost to your CV which will give you the competitiveness of the best prepared professionals in the labor market"



Specific Objectives

Module 1. Introduction to Anxiety Disorders: Diagnosis and Treatment

- Differentiate between pathological and adaptive anxiety
- Identify the clinical pictures of anxiety
- Locate anxiety-related disorders in the DSM-V and ICD-10 classification
- Know the most relevant epidemiological aspects of anxiety-related disorders
- Enable the student to master the biological etiopathogenic factors that influence anxiety, including its evolutionary perspective
- Enable the student to master the psychological etiopathogenic factors of anxiety, both from a dynamic and cognitive-behavioral perspective
- Master the psychiatric functions in the treatment of anxiety from a pharmacological perspective and to know the most relevant pharmacological treatments
- Master the psychiatric functions in the treatment of anxiety from a psychotherapeutic perspective and to know the most relevant psychotherapeutic treatments
- Master the psychiatric functions in the treatment of anxiety from a social perspective

Module 2. Social Anxiety Disorder

- ♦ Enable the student to evaluate the patient's behavior in the face of the diagnosis
- ♦ Enable the student to assess the intensity of the phobia and to take it into account as an evolutionary prediction
- ♦ Emphasize the exploration of the previous personality (traits and/or disorders), before starting the treatments
- ♦ Clarify the "myth" about the non-existence of specific psychotropic drugs
- ♦ Be able to decide on the degree of impact on quality of life when choosing a psychotherapeutic treatment
- ♦ If sick leave is indicated, predict its duration in order to avoid "gain" phenomena
- ♦ Promote coordination with the social worker in view of the impact on quality of life

Module 3. Generalized Anxiety Disorder

- ♦ Know in depth the multiple etiologies of generalized anxiety disorder
- ♦ Have the ability to help the patient to know what is and what is not anxiety
- ♦ Enable the student to enhance retrospective observation in the interview
- ♦ Enable the student to perform complementary psychological examinations and to request (if necessary) interconsultations
- ♦ Have the capacity of evolutionary and prognostic prediction.
- ♦ Have the ability to convince the patient that in most cases drugs should be complemented with psychotherapy
- ♦ Enable the student to detect fulminant pseudo-improvements that incite the patient to therapeutic "abandonment"
- ♦ Have the ability to discriminate among the treatments to be performed by those (e.g., relaxation techniques), those that can also be performed by other mental health professionals

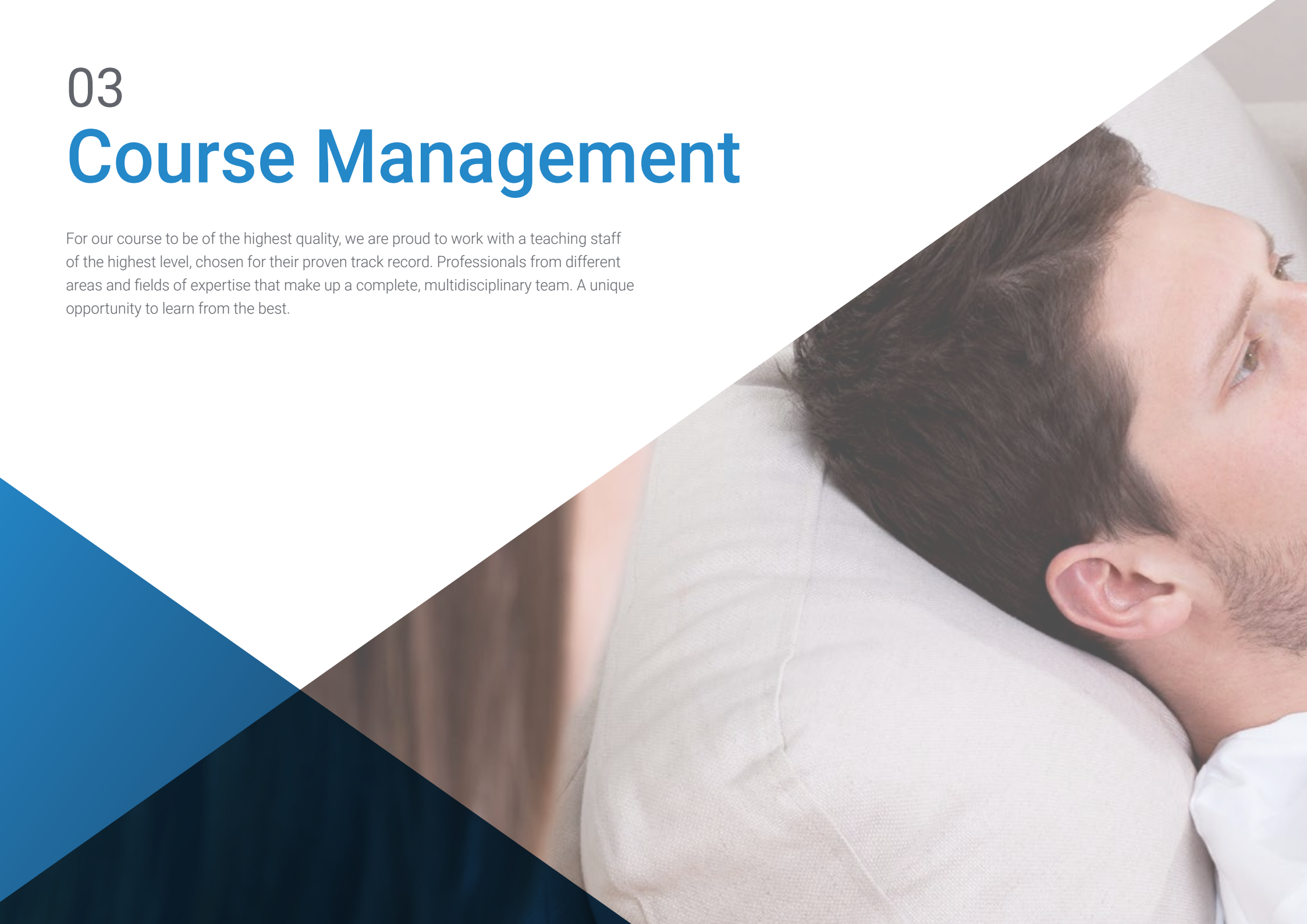
Module 4. Diagnosis and Treatment of Anxiety Disorders in Special Populations

- ♦ Enable the student to detect the presence of anxiety in childhood and adolescence
- ♦ Train the student to detect the presence of anxiety in the elderly
- ♦ Implement the learner's skills in interviewing patients and family members
- ♦ Train the student to diagnose and treat disorders that appear exclusively in childhood and adolescence
- ♦ Train the student in the screening of organic etiology in the elderly
- ♦ Manage psychotropic drugs, especially incompatibilities and interactions
- ♦ Qualify the student for the specific management of psychotherapy in the elderly
- ♦ Master the different social interventions in traumatic stress disorder and their indication, contraindication and use

03

Course Management

For our course to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.



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An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during the program, a unique opportunity not to be missed”

Management



Dr. Guerra Gómez, Enrique

- ♦ Head of the Eating Disorders Unit at the University Hospital of Santa Cristina - Madrid
- ♦ Professor of the Master's Degree in Nutrition and Food Technology. International University of La Rioja
- ♦ Director of Clinical Management in Mental Health
- ♦ Honorary Professor of the Master 's Degree in General Health Psychology. Faculty of Psychology, Complutense University of Madrid
- ♦ Medical Specialist in Forensic Psychiatry, UNED
- ♦ Master's Degree in Clinical Management in Mental Health, Pablo de Olavide University
- ♦ Gold Medal for services rendered to the Madrid Health System, awarded by the Ministry of Health
- ♦ Member of the Commission for the Elaboration of the New Mental Health Plan of the Community of Madrid, Regional Office of Mental Health



Dr. Benito Ruiz, Adolfo

- ♦ Responsible for patients hospitalized in the Acute Unit of the Toledo Hospital Complex
- ♦ Specialist in Psychiatry in the Short Stay Unit of the Toledo Hospital Complex
- ♦ PhD in Medicine from the University of Alcalá de Henares
- ♦ Specialist in Psychiatry
- ♦ Master's Degree in Integrative Psychotherapy at the University of Alcalá de Henares
- ♦ Postgraduate Diploma in Forensic Psychiatry at the UNED (Spanish Open University)



Professors

Dr. Donaire, Luis

- ◆ Degree in Medicine from the Complutense University of Madrid
- ◆ Specialist in Psychiatry. Toledo Hospital Complex

Dr. Soto, Marta

- ◆ Assistant Psychiatry Physician of the Toledo Hospital Complex
- ◆ Area Coordinator of the Addictive Behaviors Unit (UCA) in Psychiatry of the Toledo Hospital Complex
- ◆ Associate Professor in the Master's Degree of Anxiety Disorder at TECH Technological University
- ◆ Associate Professor, Master's Degree in Obesity, TECH Technological University
- ◆ Associate Professor in the Master's Degree of Resistant Depression at the AMIR Academy
- ◆ Doctor of Medicine from the Complutense University of Madrid
- ◆ Master's Degree in Legal Psychiatry at the Complutense University of Madrid

Dr. Saiz, Héctor

- ◆ Degree in Medicine from the University of Oviedo
- ◆ Specialist in Psychiatry. Navarra Hospital Complex

Dr. Blanco, Margarita

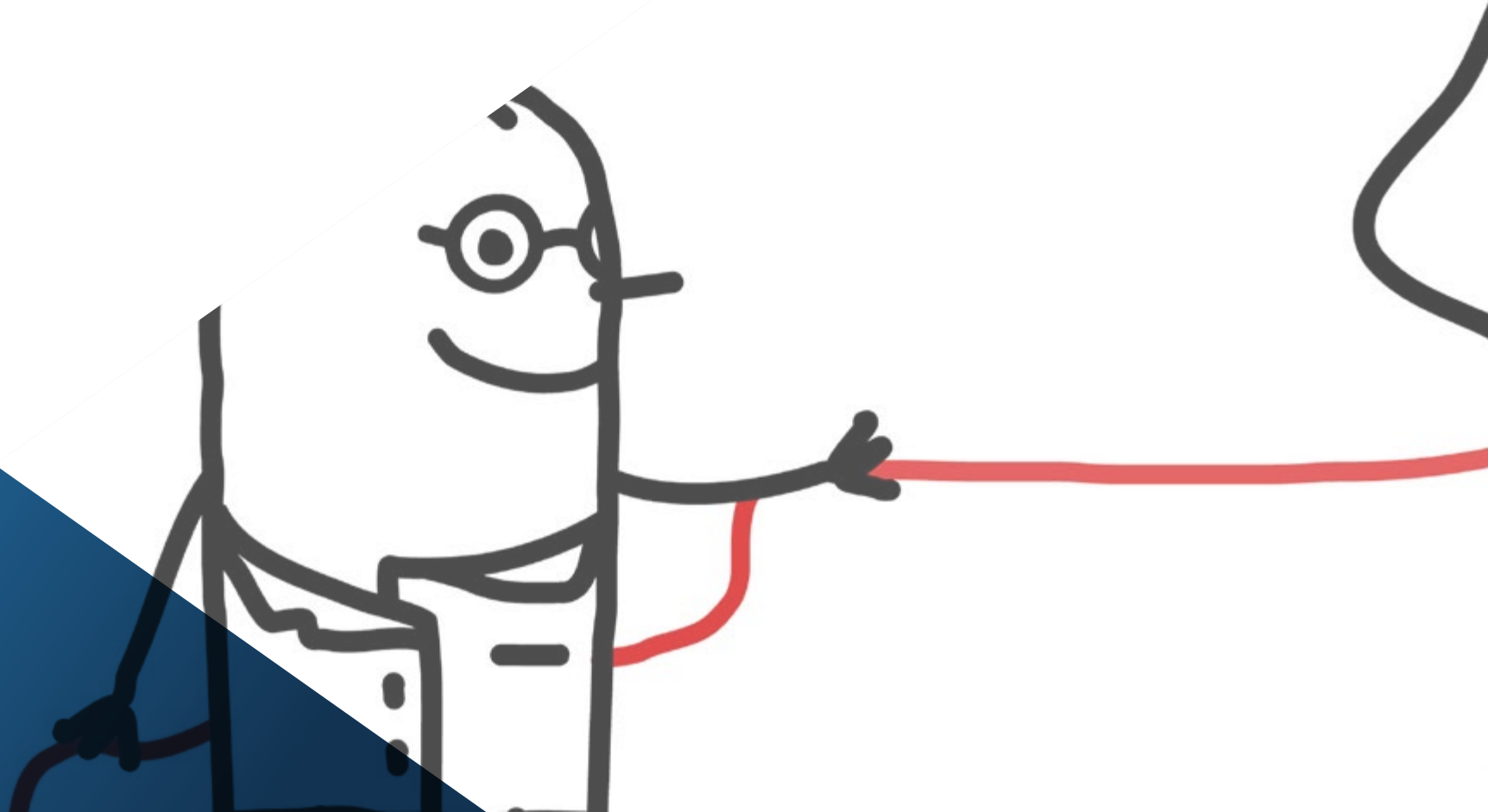
- ◆ Degree in Medicine
- ◆ Specialist in Psychiatry

04

Structure and Content

The contents of this Postgraduate Diploma have been developed by the different experts involved in the program, with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field.

A complete and well-structured program will take you to the highest standards of quality and success.





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A comprehensive teaching program, structured in well-developed teaching units, oriented towards learning that is compatible with your personal and professional life”

Module 1. Introduction to Anxiety Disorders: Diagnosis and Treatment

- 1.1. History of Anxiety Disorders
- 1.2. Concept of Anxiety and Distress
 - 1.2.1 The Normal Vs. The Pathological
- 1.3. Classification of Anxiety Disorders
- 1.4. Neuronal Circuits of Anxiety and Fear
- 1.5. Epidemiology
- 1.6. Biological Etiopathogenic Factors
 - 1.6.1 Evolutionary Approach to Anxiety
- 1.7. Psychological Etiopathogenic Factors
 - 1.7.1 Cognitive-Behavioral Approach to Anxiety
 - 1.7.2 Psychodynamic Approach to Anxiety
- 1.8. Sociocultural Etiopathogenic Factors
- 1.9. Psychiatrist's Roles in Pharmacotherapy and Other Biological Treatments
- 1.10. Psychiatrist's Roles in Psychotherapeutic Treatments
- 1.11. Psychiatrist's Functions in Social Treatments

Module 2. Social Anxiety Disorder

- 2.1. Phenomenology of Social Phobia
- 2.2. Pathogenesis of Social Phobia
- 2.3. Clinical Symptomatology and Psychopathological Exploration
- 2.4. Explorations and Complementary Tests
- 2.5. Current Diagnostic Criteria and Differential Diagnosis
- 2.6. Evolution and Prognosis
- 2.7. Medical Treatment
- 2.8. Psychotherapeutic treatment
- 2.9. Social interventions



Module 3. Generalized Anxiety Disorder

- 3.1. Phenomenology of Generalized Anxiety Disorder
- 3.2. Pathogenesis of Generalized Anxiety Disorder
- 3.3. Clinical Symptomatology and Psychopathological Examination in Generalized Anxiety Disorder
- 3.4. Explorations and Complementary Tests
- 3.5. Current Diagnostic Criteria and Differential Diagnosis
- 3.6. Evolution and Prognosis
- 3.7. Medical Treatment
- 3.8. Psychotherapeutic treatment
- 3.9. Social interventions

Module 4. Diagnosis and Treatment of Anxiety Disorders in Special Populations

- 4.1. Anxiety in Childhood and Adolescence
- 4.2. Separation Anxiety Disorder. Generalized Anxiety Disorder
- 4.3. Social Phobia
- 4.4. Obsessive-Compulsive Disorder in Childhood and Adolescence
- 4.5. Reactive Attachment Disorder Disinhibited Social Relationship Disorder
- 4.6. Post-Traumatic Stress Disorder
- 4.7. Clinical Anxiety Disorders in the Elderly
- 4.8. Diagnosis of Anxiety Disorders in the Elderly
- 4.9. Pharmacological Treatment.
- 4.10. Psychotherapeutic Treatments and Social Interventions

“*A unique, key, and decisive program to boost your professional development*”



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 adapted in 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

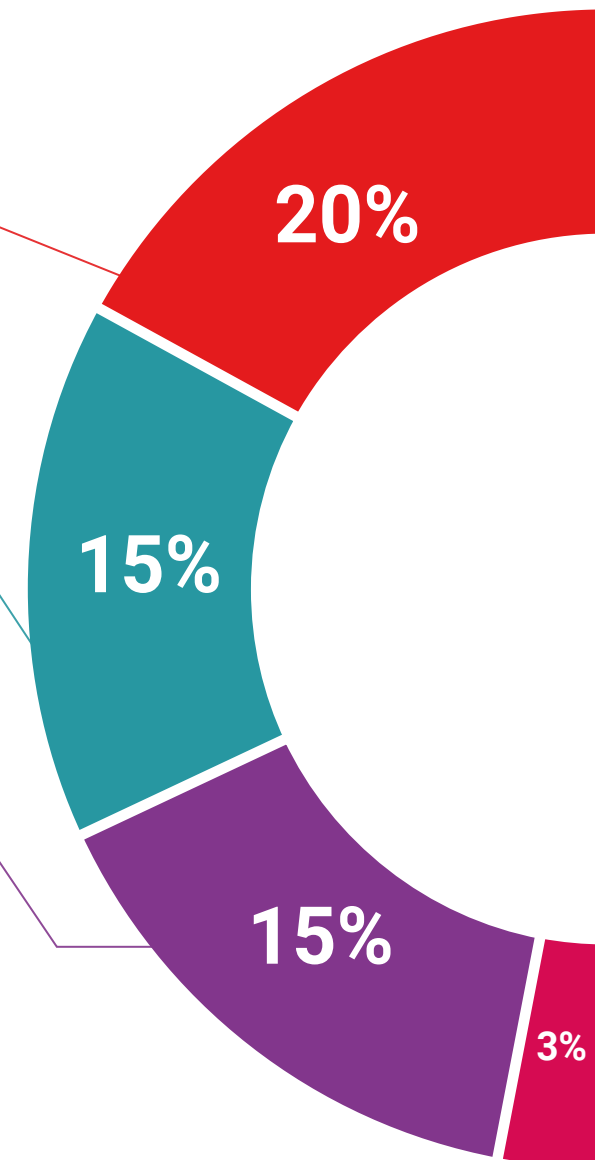
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

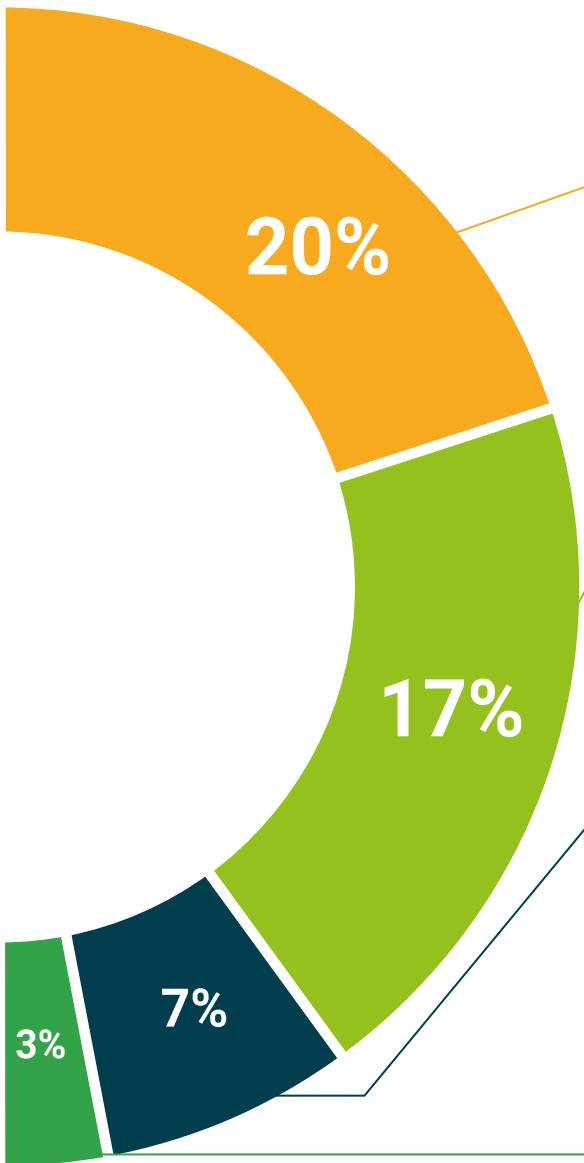
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Diploma in Anxiety Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

This **Postgraduate Diploma in Anxiety Disorders** 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Anxiety Disorders**

Official N° of hours: **600 h.**



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

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development languages

virtual classroom

tech technological
university

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Postgraduate Diploma

Anxiety Disorders

