

Postgraduate Diploma

Community Intervention in Child Psychiatry





Postgraduate Diploma Community Intervention in Child Psychiatry

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 19 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-community-intervention-child-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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Improve your knowledge in Child Psychiatric Treatments through this program, where you will find the best didactic 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 psychiatric pathologies"

This **Postgraduate Diploma in Community Intervention in Child Psychiatry** is the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ Clinical cases presented by experts in the different specialties. The graphic, schematic, and eminently practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ The latest developments in Community Intervention in Child Psychiatry.
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations.
- ♦ With special emphasis on evidence-based medicine and research methodologies in Psychiatry.
- ♦ All 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 Diploma may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge of community intervention in child 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.

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 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.

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma in Community Intervention in Child Psychiatry.

Don't miss the opportunity to update your knowledge of community intervention in child psychiatry to improve patient care.



02 Objectives

The main program objective is to develop both theoretical and practical learning, so that psychiatrists can practically and rigorously master the study of community intervention in child psychiatry.





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This refresher program will generate a sense of confidence when practicing medicine and will help you grow both personally and professionally”



General Objective

- This program is aimed at facilitating doctor performance in treating psychiatric pathologies in children and adolescents



Seize the opportunity and take the step to get up to date on the latest developments in community intervention in child psychiatry”





Specific Objectives

- ♦ Access the knowledge and understanding of the different mental functions in the first stages of human life
- ♦ Know how to distinguish psychological disorders in natural evolutionary changes
- ♦ Identify the factors which influence integral human development in initial stages.
- ♦ Explain the contribution of various scientific sources to the field of child and adolescent psychiatry and psychotherapy
- ♦ Define the main psychopathological and clinical issues in childhood and adolescence
- ♦ Understand the specificities for the clinical presentation of the different developmental stages
- ♦ Deepen understanding of the clinical diagnostic methods in different psychopathological processes
- ♦ Know how to perform psychodiagnostic sequencing in childhood and adolescence

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 community intervention in child 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, Chirstoph 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
- 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.

- Coordinator of the Child Mental Health Unit of the University General Hospital of Alicante
- Child and Adolescent Psychiatrist at the Conselleria de Sanitat
- Psychiatrist at the Diagrama Foundation
- Child Mental Health Coordinator of Alicante in the Agència Valenciana de Salut
- Master's Degree in Clinical and Health Management in Mental Health
- Specialist in Psychiatry at the Hospital Clínic i Provincial de Barcelona
- American Academy of Child and Adolescent Psychiatry (AACAP)
- Psychiatry Society of the Valencian Community (SPCV)
- Spanish Society of Psychiatry (SEP)

Management



Dr. Alda, José Angel

- Degree in Medicine, University of Zaragoza
- MIR Specialist in Psychiatry
- Doctor in Medicine and Surgery, University of Zaragoza
- Coordinator of the ADHD Unit, Hospital Sant Joan de Barcelona
- Collaborating Researcher in the Research Group "Etiopatogènia i tractament dels trastorns mentals greus" recognized as a Consolidated Research Group by the Generalitat de Catalunya
- Consolidated Group at 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 Academy of Medical Sciences of Catalonia
- Coordinator of the Clinical Practice Guide on ADHD of the Ministry of Health
- Member of the elaboration group of the Clinical Practice Guideline on ADHD of the Ministry of Health
- 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 the daily medical practice, who are aware of the relevance of current specialization to treat patients with psychiatric pathologies, and who are committed to quality teaching using new educational technologies.





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This Postgraduate Diploma in Community Intervention in Child Psychiatry is the most complete and up-to-date the programs the market”

Module 1. New Advances in Childhood Psychiatry

- 1.1. Epidemiology of Mental Disorders in Childhood and Adolescence
 - 1.1.1. Uses and Limitations of Epidemiological Studies
 - 1.1.2. Measurements of the Frequency of Illnesses
 - 1.1.3. Types of Epidemiological Studies
 - 1.1.4. Prevalence of Mental Disorders in Childhood and Adolescence The Question of the Classification Systems of Illnesses
 - 1.1.5. Comorbidity
 - 1.1.6. Continuity in Adulthood
- 1.2. Genetic Advances in Childhood Psychiatry
 - 1.2.1. Approach to Molecular Genetics
 - 1.2.2. From Genetics to Symptomology
 - 1.2.3. Future of Genetics in Child and Adolescent Psychiatric Research
- 1.3. Update on Neurochemistry in Psychiatry
 - 1.3.1. Neurobiology of Development: Genetic Implication
 - 1.3.2. Neurochemistry of Early Development
 - 1.3.3. Neurochemistry of Learning
 - 1.3.1. Neurochemistry of the Reward System
 - 1.3.5. Neurochemistry in Aggression
- 1.4. Clinical Psychophysiology and Neurophysiology: Application in Practice
 - 1.4.1. Videoelectroencephalography (VEEG)
 - 1.4.2. Normal Sleep in Childhood and Adolescence
 - 1.4.3. Nocturnal Video-Polysomnography (VPSG)
 - 1.4.1. Cognitive Evoked Potentials (CEP)
- 1.5. Scientific Research in Psychiatry
 - 1.5.1. Epidemiology: Basic Concepts
 - 1.5.2. Bioethics of Clinical Research and of the Professional/Patient Relationship
 - 1.5.3. Evidence-Based Medicine
 - 1.5.4. Objectives of the Research: How to Formulate Research Questions and Search Strategies
 - 1.5.5. Phases of a Research Project Definition of Variable, Design and Type of Study
 - 1.5.6. Study Population: Sample Size and Sample Selection
 - 1.5.7. Analysis and Management of Data

- 1.6. Efficient Communication and Leadership in Psychiatry
 - 1.6.1. Common Aspects
 - 1.6.2. Written Texts
 - 1.6.3. Oral Reports

Module 2. Psychiatry in the Different Stages of Life

- 2.1. Social and Personality Development
 - 2.1.1. Attachment
 - 2.1.2. Play
 - 2.1.3. Self-esteem
 - 2.1.4. Treatment and Character
 - 2.1.5. Personality
- 2.2. Perinatal Psychiatry
 - 2.2.1. Intrauterine Development Fetus-Mother Interactions Effects of Stress
 - 2.2.2. Psychological Support
 - 2.2.2.1. In Assisted Reproduction
 - 2.2.2.2. In At-Risk Pregnancies
 - 2.2.2.3. In Prenatal Diagnosis
 - 2.2.3. Early Detection and Intervention
 - 2.2.3.1. Depression in Pregnancy: Mother and Child
 - 2.2.3.2. Secondary Effects of Medication and Drugs During the Prenatal Period
- 2.3. Psychiatry in Birth
 - 2.3.1. Psychological Support
 - 2.3.2.1. In the Preparation for Giving Birth
 - 2.3.2.2. In Premature Births
 - 2.3.2.3. In Traumatic Births
 - 2.3.2.4. In Perinatal Deaths: Mother or Child
 - 2.3.2. Early Detection and Intervention
 - 2.3.2.1. Blues and Postpartum Depression: Mother and Child
 - 2.3.2.2. Postpartum Psychosis



- 2.4. The First 1000 Days
 - 2.4.1. Presentation of the Newborn
 - 2.4.2. Characteristics of Development from 2 Months to 3 Years Old
 - 2.4.3. The Role of Interaction With the Main Caregiver in the Development During the First Years of Life
 - 2.4.4. How to Evaluate These First Years
 - 2.4.5. Diagnostic Classification of Mental Health and of the Development Disorders
- 2.5. Pre-school Stage
 - 2.5.1. General Overview of the Clinical Interview
 - 2.5.2. Diagnostic Interview
 - 2.5.3. Characteristics of the Early Childhood Interview
- 2.6. School Stage
 - 2.6.1. Maturation of the Nervous System
 - 2.6.2. Motor Development
 - 2.6.3. Acquisition of Language
 - 2.6.4. Cognitive Development
 - 2.6.5. Feeding
 - 2.6.6. Sleep
 - 2.6.7. Self-concept
 - 2.6.8. Self-esteem
 - 2.6.9. Morality
 - 2.6.10. Psychosexual Development
 - 2.6.12. Family and Age Development
 - 2.6.13. Influence of Peers During the Development at School Age
- 2.7. Puberty and Adolescence
 - 2.7.1. Physiological Changes
 - 2.7.2. Psychological Changes
 - 2.7.3. Neurobiological Changes
 - 2.7.4. Psychiatric Pathology in Adolescence
 - 2.7.5. Self-harm and Suicidal Behavior
 - 2.7.6. Transition in Medical Care



- 2.8. Young Adult (18-24 years old)
 - 2.8.1. Psychological Development in Young Adults
 - 2.8.2. Approach to Mental Disorders in Young Adults
- 2.9. Building a Family
 - 2.9.1. Formation and Elements of the Family
 - 2.9.2. Stages of the Family
 - 2.9.3. Family Functions
 - 2.9.4. Therapy
- 2.10. Specific Areas of Development
 - 2.10.1. Motor Development
 - 2.10.2. Social-emotional Development
 - 2.10.3. Cognitive Development
 - 2.10.4. Development of Attention, Perception and Memory
 - 2.10.5. Communication Development
 - 2.10.6. Language and Speaking Development
 - 2.10.7. Emotional Intelligence Development
 - 2.10.8. Identity Development
 - 2.10.9. Moral Development
 - 2.10.10. Psychosexual Development
- 3.3. Medicolegal Aspects in Child Psychiatry
 - 3.3.1. Legal Aspects in Clinical Practice
 - 3.3.2. Divorce, Separation and New Forms of Cohabiting
 - 3.3.3. Psychiatric Hospitalization of Children and Adolescents
 - 3.3.4. Mental Health in the Juvenile Justice System
 - 3.3.5. Bad Practice (Iatrogenic) and Professional Liability
 - 3.3.6. Testifying in a Court of Law
- 3.4. Mental Health in Adults
 - 3.4.1. Transition Between Services
 - 3.4.2. First Psychotic Episodes
 - 3.4.3. ADHD and Autism After 18 Years of Age

Module 3. Community Intervention in Child Psychiatry

- 3.1. School
 - 3.1.1. Attention to Diversity
 - 3.1.2. Characteristics and Strategies for Care of Different Mental Disorders in the School Environment
- 3.2. Social Services
 - 3.2.1. Early Care
 - 3.2.2. High Risk Families
 - 3.2.3. Interventions in Multi-problematic Families
 - 3.2.4. Maltreatment and Neglect
 - 3.2.5. Boarding and Lodging
 - 3.2.6. Adoption

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 Diploma in Community Intervention in Childhood Psychiatry guarantees, in addition to the most accurate and up-to-date training, access to a qualification issued by TECH Global University





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

This private qualification will allow you to obtain a **Postgraduate Diploma in Community Intervention in Child 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** private qualification 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 Diploma Community Intervention in Child Psychiatry**

Modality: **online**

Duration: **6 months**

Accreditation: **19 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 quality

online training

development language

virtual classroom

tech global
university

Postgraduate Diploma Community Intervention in Child Psychiatry

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