

# Hybrid Professional Master's Degree

## Child and Adolescent Psychopathology





## Hybrid Professional Master's Degree Child and Adolescent Psychopathology

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 5 ECTS Credits

Website: [www.techtute.com/us/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-child-adolescent-psychopathology](http://www.techtute.com/us/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-child-adolescent-psychopathology)

# Index

01

Introduction

---

*p. 4*

02

Why Study this Hybrid  
Professional Master's Degree?

---

*p. 8*

03

Objectives

---

*p. 8*

04

Course Management

---

*p. 12*

05

Skills

---

*p. 18*

06

Educational Plan

---

*p. 22*

07

Clinical Internship

---

*p. 30*

08

Where Can I Do the Clinical  
Internship?

---

*p. 36*

09

Methodology

---

*p. 40*

10

Certificate

---

*p. 48*

# 01

# Introduction

Child and Adolescent Psychopathology has become a highly relevant topic nowadays due to the increasing incidence of mental disorders in the child and adolescent population. Research in this field has allowed significant advances in the understanding of the causes and treatments of these disorders, which translates into an improvement in the quality of life of the young people affected. Therefore, TECH's program in Child and Adolescent Psychopathology is essential for professionals interested in the development and application of tools and strategies to address child and adolescent psychological disorders in different areas of life. In addition, it includes a 3-week Internship Program period that will allow you to apply everything you have learned in a real scenario, alongside experts.



“

*Do you want to become a highly qualified professional in dealing with psychological disorders in children and adolescents? This Hybrid Professional Master's Degree in Child and Adolescent Psychopathology from TECH is for you!"*

In recent years, Child and Adolescent Psychopathology has experienced significant advances in the early identification, assessment and treatment of mental disorders in children and adolescents. This translates into an improvement in the quality of life of the affected young people. In addition, today's society has a greater awareness and acceptance of child and adolescent mental disorders, which has allowed greater detection and access to effective treatments.

In this sense, TECH's Hybrid Professional Master's Degree in Child and Adolescent Psychopathology is an excellent opportunity for those professionals interested in the development and application of tools and strategies to address child and adolescent psychological disorders in different areas of life, including the work environment.

Students will be able to develop advanced clinical skills and learn to apply the most effective treatments in this population group, as well as learn to work with families and implement effective strategies for the management of complex situations in children and adolescents. The contents of the program are designed so that students can apply the knowledge and skills acquired in different settings, including clinical, educational, forensic and research.

In addition to theoretical instruction, the Hybrid Professional Master's Degree in Child and Adolescent Psychopathology of TECH includes a 3-week Clinical Internship in a center of the student's choice. This experience will allow students to apply the theoretical knowledge acquired in a real environment, and to develop skills and abilities that will be of great use in their professional future. This opportunity provides an enriching and invaluable experience for the students, as they will be able to work directly with children and adolescents and contribute to improving their quality of life.

This **Hybrid Professional Master's Degree in Child and Adolescent Psychopathology** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of more than 100 clinical cases presented by nursing professionals with expertise in intensive care and university professors with extensive experience in the critical patient
- ♦ 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
- ♦ Assessment and monitoring of the patient, the latest techniques to carry out the assessment and diagnosis process, the assessment of the family context, neurodevelopmental disorders, general principles in the treatment, etc
- ♦ Comprehensive systematized action plans for different situations in the area of Child and Adolescent Psychopathology
- ♦ Presentation of practical workshops on diagnostic and therapeutic techniques in the patient
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ Practical clinical guides on a personalized approach to the patient
- ♦ With a special emphasis on evidence-based medicine and research methodologies in Child and Adolescent Psychopathology
- ♦ 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
- ♦ Furthermore, they will be able to carry out a clinical internship in one of the best hospitals

“

*This Hybrid Professional Master's Degree in Child and Adolescent Psychopathology of TECH offers you the flexibility of a blended modality so that you can adapt your studies to your needs and schedules"*

In this Professional Master's Degree proposal, of a professionalizing nature and blended learning modality, the program is intended to update nursing professionals who develop their functions in high performance centers, clinical or hospital centers, and who require a high level of qualification. The content is based on the latest scientific evidence and is organized in a didactic way to integrate theoretical knowledge into nursing practice. The theoretical-practical elements allow professionals to update their knowledge and help them to make the right decisions in patient care.

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 education program to learn in real situations. This program's design is based on Problem Based Learning, by means of which the student must try to solve different professional practice situations that will be presented throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

*Learn to work with families and implement effective strategies for the management of complex situations in children and adolescents with this exclusive TECH program.*

*Enroll in the Hybrid Professional Master's Degree in Child and Adolescent Psychopathology of TECH and become part of a community of professionals committed to the emotional well-being of children and adolescents.*



# 02

## Why Study this Hybrid Professional Master's Degree?

Nowadays, Child and Adolescent Psychopathology has become an essential discipline due to the high prevalence of mental disorders in children and adolescents. This Hybrid Professional Master's Degree in Child and Adolescent Psychopathology of TECH provides a comprehensive approach to psychological disorders in this population group. In addition, the program includes clinical internship of 3 weeks in renowned clinical centers, which allows the application of theoretical knowledge in a real environment under the supervision of expert tutors. Studying this program and enjoying these clinical internships is an invaluable opportunity for those interested in developing skills and abilities in dealing with child and adolescent psychological disorders.







Why Study this Hybrid Professional | 09  
Master's Degree?

tech

“

*This Hybrid Professional Master's Degree in Child and Adolescent Psychopathology of TECH prepares you to deal with disorders such as ADHD, autism, depression, anxiety and other psychological disorders in children and adolescents"*

### 1. Updating from the Latest Technology Available

New technologies have allowed the area of psychology to advance in the treatments and approach to patients who, due to phobias or geographical distance, cannot go to the physician's office. For this reason, and with the aim of bringing this technology closer to the professional, TECH incorporates the most relevant information on the use of ICT in Third Generation Therapies in this Hybrid Professional Master's Degree.

### 2. Gaining In-Depth Knowledge from the Experience of Top Specialists

During this academic course, psychology professionals will have at their disposal a teaching staff specialized in Third Generation Therapies. A team that will guide them through the theoretical phase. In addition, during the internship phase, professionals will not be alone, as they will be accompanied by a psychologist expert in this field, who will tutor them at all times. A unique educational option, where the graduate will achieve a complete update, from the hand of the best experts.

### 3. Entering First-Class Clinical Environments

TECH carefully selects all available centers for Internship Programs. Thanks to this, the specialist will have guaranteed access to a prestigious clinical environment in the Fields of Third Generation Therapies. In this way, the professional will be able to see what daily life is like in a leading practice in this field and under the highest scientific rigor.





#### 4. Combining the Best Theory with State-of-the-Art Practice

This educational institution adapts to the real needs of professionals. Therefore, it offers a theoretical framework that can be accessed at any time of the day, without classes with fixed schedules, and an intensive internship in a renowned clinical center. In this way, the psychology professional will be able to effectively integrate all the concepts, techniques and methods covered in this Hybrid Professional Master's Degree.

#### 5. Expanding the Boundaries of Knowledge

Psychology professionals who immerse themselves in this program will be able to obtain a much broader view of Third Generation Therapies. This will be possible not only thanks to the expert faculty, who teach this degree, but also to the professionals who will guide them during the internship of 3 weeks of duration. All this will give you an exceptional opportunity to bring the most effective methods and procedures in this area to your practice or any other leading clinical center.

“

*You will have a total practical immersion in the center of your choice”*

03

# Course Management

This academic program includes the most specialized teaching staff in the current educational market. They are specialists selected by TECH to develop the whole syllabus. In this way, starting from their own existence and the latest evidence, they have designed the most up-to-date content that provides a guarantee of quality in such a relevant subject.



“

*TECH offers the most specialized teaching staff in the field of study. Enroll now and enjoy the quality you deserve”*

## International Guest Director

With a solid career in the field of **mental health**, Dr. Fairlee C. Fabrett is considered a true international reference. The expert has a prominent professional and research career, focused on improving the quality of **psychological care** in general, but with special emphasis on the approach to **child and adolescent patients**.

For more than a decade, the specialist has maintained a continuous link with the prestigious **McLean Hospital of Mass General Brigham**. At that institution, she has led several **clinical projects**. Among other roles, she has been involved in the **supervision** of innovative **treatment models**. Along with the rest of the team in the **Division of Child and Adolescent Psychiatry**, he has also implemented comprehensive, multidisciplinary work strategies to address disorders such as **Anxiety, Emotional and Mood Dysfunction**.

Her commitment to the training of other specialists has prompted her to develop an internship program for graduate students in Psychology. An academic training that not only aligns with the functions of McLean Hospital, but provides a holistic view on the most disruptive therapeutic trends. In addition, he is responsible for the adaptation and implementation of several outpatient treatment manuals, with significant therapeutic results.

At the same time, she runs a **Clinical Fellowship Program** designed to provide recent graduates with specific training to become **counselors** or **community residency coordinators**. Most of the graduates of this initiative have played a crucial role in supporting the **integration** and **motivation** of children and adolescents with mental health problems, both inside and outside McLean Hospital itself.

Also noteworthy is the **careful preparation** that Dr. Fabrett has sustained throughout her professional experience. A graduate of Arizona State University with a Ph.D. in **Clinical Psychology**, she has pursued advanced studies at Harvard University.



## Dr. Fabrett, Fairlee C.

---

- ♦ Director of the Division of Child and Adolescent Psychiatry at McLean Hospital, Belmont, USA
- ♦ Academic of Psychiatry at Harvard University
- ♦ Psychologist at Cambridge Health Alliance, Cambridge, Cambridge, UK
- ♦ Doctorate in Clinical Psychology from Arizona State University
- ♦ B.S. in Psychology from the University of Arizona
- ♦ Clinical Psychology Fellowship at Harvard Medical School, Harvard Medical School
- ♦ Academic Post-Doctoral Fellowship at McLean Hospital

“

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

# 03

## Objectives

The main objective of the Hybrid Professional Master's Degree in Child and Adolescent Psychopathology of TECH is to provide an up-to-date and complete education in the approach to psychological disorders in children and adolescents. The program aims to train professionals to identify, assess and treat mental disorders in children and adolescents. For this purpose, it provides an up-to-date theoretical education and a clinical internship in state-of-the-art clinical centers, where the student will be able to apply theoretical knowledge in a real environment and under the supervision of expert tutors.







“

*With the Hybrid Professional Master's Degree in Child and Adolescent Psychopathology of TECH, you will be able to develop skills to work in clinical, educational, forensic and research contexts"*



### General Objective

---

- The objective of the Hybrid Professional Master's Degree in Child and Adolescent Psychopathology of TECH is to update and improve the skills of the specialist in the diagnosis, assessment and treatment of psychological disorders in children and adolescents, through a complete and up-to-date program. To achieve this objective, TECH has designed a program that includes a clinical internship in state-of-the-art clinical centers, where the student will be able to apply theoretical knowledge in a real environment and under the supervision of expert tutors. In this way, the professional will be able to improve and enhance their skills in the clinical management of psychological disorders in children and adolescents, and delve into the most effective therapeutic strategies and the management of the best tools in terms of psychological innovation



*Acquire the necessary skills and tools to identify, assess and treat psychological disorders in children and adolescents in a theoretical and practical way and with the best experts"*





## Specific Objectives

---

### Module 1. History of Psychology: Child and Adolescent Psychopathology

- ♦ Know the most Influent psychological currents of the history of this discipline
- ♦ Study and know how Child and Adolescent Psychopathology emerged and the importance of the study of children and adolescents in the field of psychology
- ♦ Gain knowledge about the development and the differences between what is considered normal and what is considered pathological in the child and adolescent stage
- ♦ Study the influential theories of child development in relation to their influence on child and adolescent psychopathology

### Module 2. Therapeutic Relationship with the Child Assessment and Diagnosis Process in Child and Adolescent Psychopathology

- ♦ Know the process of the therapeutic relationship with the child and adolescent and the most appropriate knowledge forms of communication for the success of therapy in the child and adolescent stage
- ♦ Know the assessment and diagnosis process used with patients in the child and adolescent stage
- ♦ Study the assessment instruments and the areas of importance to be assessed in the child and adolescent stage
- ♦ Study how the family is involved in therapy with minors

### **Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family**

- ♦ Get to know the influence of developmental contexts on childhood and adolescent psychopathologies
- ♦ Study the differences between the “autonomous self”, the “social self” and the “family self”
- ♦ Know the characteristics that make a family pathological, the existing conflictive bonds and the influence of the family environment in the development of psychopathologies in the child
- ♦ Study the modulating risk and protective factors for child and adolescent mental health

### **Module 4. Pathological Universes in Childhood and Adolescence**

- ♦ Know the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the types of pathological universes related to the childhood and adolescence stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the childhood and adolescence stage in each pathological universe
- ♦ Know and study the differential characteristics of each pathological universe according to the DSM-V information
- ♦ Study the existing comorbidities in each pathological universe mentioned

### **Module 5. Pathological Universes in Childhood and Adolescence II**

- ♦ Explore other pathological universes such as gender dysphoria, paraphilic disorders or other problems subject to clinical attention
- ♦ Delve into personality disorders according to DSM-V
- ♦ Differentiate the different characteristics of the most common disorders and pathologies in childhood and adolescence
- ♦ Analyze cases of child abuse and neglect, as well as child sexual abuse
- ♦ Examine the current perspective on gender dysphoria

### **Module 6. Intelligence**

- ♦ Know the history of the concept of intelligence
- ♦ Study and differentiate the authors and their theories on intelligence
- ♦ Investigate intervention programs related to learning abilities
- ♦ Know the method of evaluation and diagnosis of intelligences
- ♦ Know and differentiate the concept of intellectual disability and high abilities

### **Module 7. Personality Disorders in Childhood and Adolescence**

- ♦ Know and differentiate personality disorders from the pathological universe in childhood and adolescence
- ♦ Study the differences among childhood personality disorders
- ♦ Personality disorders in childhood and adolescence
- ♦ Study the personality universe in the child and adolescence stage

### **Module 8. Autism Spectrum Disorder**

- ♦ Know the changes that have occurred in the diagnostic categorization of disorders on the autism spectrum
- ♦ Study the myths and truths of autism that exist in the world and that can cause stereotyping in children with ASD
- ♦ Knowing the possible theories on the origin of ASD
- ♦ Study the main intervention methods for children with ASD
- ♦ Learn the importance of early diagnosis in children with ASD



### **Module 9. Others Related Problems**

- ♦ Study other relevant problems that may appear in the psychological consultation
- ♦ Know the repercussion of emotional problems in the optimal development of children
- ♦ Study the addiction fads in children and their possible effects on their development
- ♦ Know the problems of the third world that harm the normal psychological development of children

### **Module 10. Child and Adolescent Psychopathologies Treatment and Intervention. General Treatment Principles**

- ♦ Know and study the main treatments for psychopathologies in childhood and adolescence
- ♦ Study the different modulating theories of human behavior in childhood
- ♦ Get to know the future perspectives in the treatment of Childhood and Adolescent Psychopathologies

# 04 Skills

During this program, the professional will expand their professional skills thanks to the exhaustive updating of their knowledge related to the psychopathological management of child and adolescent patients. After completing the program, the professional will be able to master the most effective clinical strategies and therapeutic treatments currently available, offering patients an approach based on the latest scientific developments and the recommendations of a team of experts in the field. In this way, the professional will be able to provide high quality psychological care and offer effective solutions to mental disorders in children and adolescents.



“

*Develop advanced clinical skills and learn to apply the most effective treatments for children and adolescents with the Hybrid Professional Master's Degree in Child and Adolescent Psychopathology of TECH"*



## General Skills

---

- ♦ Manage the child and adolescent psychopathology to create a framework of security in the diagnosis and subsequent prognosis
- ♦ Master the relationship in order to achieve an adequate bond to obtain the necessary information to carry out the diagnosis
- ♦ Connect with the children and adolescents to determine the most relevant agents in their history and from there to obtain their clinical history
- ♦ Appreciate all the elements of communication in order to know not only what the patients expresses, but also what they feel and perceive
- ♦ Describe the different models that explain the state of the patient in order to make decisions regarding the psychopathological situation of the patient
- ♦ Identify the different criteria that currently establish the expression of psychological illness in order to establish an adequate intervention in the patient
- ♦ Describe and propose clinical expressions that, although not listed in diagnostic manuals are common in everyday clinical practice, in order to have an adequate psychopathological study
- ♦ Master the multidisciplinary relationship to help and assist with the knowledge of other professionals and perform a psychopathological analysis according to the patient's reality







## Specific Skills

---

- ♦ Generate an adequate link to enable the psychopathological study of the child or adolescent
- ♦ Prepare and master the relationship at the first meeting with the child or adolescent
- ♦ Develop the therapeutic relationship from the first session as an authority
- ♦ Identify the point at which you have to set limits for the patient
- ♦ Find out the patient's emotional memories
- ♦ Dominate and manage the relationship until it becomes a referential person
- ♦ Describe and specify the inheritance of the patient's conflict
- ♦ Find out and promote the child's or adolescent's psychic fabric
- ♦ Identify the experiential core of the patient
- ♦ Establish in the relationship the concepts of accompaniment, containment and escort
- ♦ Understand and manage the current symptoms of the Child and Adolescent Psychopathology
- ♦ Develops protocols that differentiate the healthy and developmental aspects of child and adolescent illnesses
- ♦ Identify intrapsychic conflicts and emotional schemes of the patient
- ♦ Differentiate the etiologies of mental disorders in children and adolescents
- ♦ Describe the emotions felt by the patients and the actors around them
- ♦ Discover the masks and expressions of psychic illness in childhood and adolescence
- ♦ Understand and master the techniques of staging, rescue and outcome of the evaluation process
- ♦ Identify and promote the expression of corrective emotional experiences
- ♦ Elaborate and develop the possible type of child that is the patient

# 05

## Educational Plan

For the development of the Hybrid Professional Master's Degree in Child and Adolescent Psychopathology, TECH has taken into account the selected information by the teaching staff based on a quality, current and exhaustive criteria. This has allowed the creation of a complete and highly educational program, presented in an online format for greater convenience and accessibility. In addition, the graduate will have access to a wide range of high quality additional material, such as videos, images, abstracts, research articles, additional readings and clinical cases, which guarantees a personalized, dynamic and immersive academic experience. In addition, a Clinical Internship period in an internationally renowned clinical center.





“

*Unlike other academic programs, the approach is 100% professional and practical. You will learn effectively and apply your knowledge from the very first moment"*

### Module 1. History of Psychology: Child and Adolescent Psychopathology

- 1.1. Background of General Psychology
  - 1.1.1. The Birth of Scientific Psychology
  - 1.1.2. Psychology In the First Half of the 20th Century
  - 1.1.3. Psychology In the Second Half of the 20th Century
- 1.2. Child Psychology. Why Should We Study Children?
  - 1.2.1. What is Child Psychology?
  - 1.2.2. Developmental Psychology
  - 1.2.3. Why Should We Study Children?
  - 1.2.4. Topics of Study in Developmental Psychology
- 1.3. Historical Evolution of Child and Adolescent Psychopathology
  - 1.3.1. What is Child and Adolescent Psychopathology?
  - 1.3.2. Historical Evolution of Child and Adolescent Psychopathology
  - 1.3.3. Methodological Foundations of Child Psychopathology
- 1.4. Normal Psychological Development
  - 1.4.1. What is Normal Psychological Development?
  - 1.4.2. Factors Influencing Normal Psychological Development
- 1.5. Theories of Child Development
  - 1.5.1. What Are Child Development Theories?
  - 1.5.2. Main Theories of Child Development
- 1.6. Evolution and Transitions between Normal and Pathological
  - 1.6.1. What is Normal?
  - 1.6.2. What is a Psychopathological Problem?
  - 1.6.3. Transitions between Normal and Pathological
- 1.7. General Etiology of Psychopathological Disorders in Childhood
  - 1.7.1. Introduction and Concept of "Etiology"
  - 1.7.2. Main Etiologies of Psychopathological Disorders in Childhood
- 1.8. Understanding Symptoms in Child Psychopathology
  - 1.8.1. Concept of Symptoms and Signs of Somatic and Psychopathological Illness
  - 1.8.2. How to Identify Symptoms in Child Psychopathology
  - 1.8.3. Possible Masks of Childhood and Adolescent Psychopathology

- 1.9. Personal Characteristics and Most Common History of the Disease in Childhood
  - 1.9.1. Background of Disease in the Childhood
  - 1.9.2. Inheritance-Environment
  - 1.9.3. Personal Characteristics Influencing the Development of Disease in Childhood
- 1.10. Major or Minor Psychopathological Problems and Difficulties
  - 1.10.1. Minor Psychopathological Problems
  - 1.10.2. Major Psychopathological Problems

### Module 2. Therapeutic Relationship with the Child Assessment and Diagnosis Process in Child and Adolescent Psychopathology

- 2.1. Therapeutic Relationship with Children and Adolescents
  - 2.1.1. Infant and Adolescent Characteristics
  - 2.1.2. Establishment of a Therapeutic Alliance with the Minor
  - 2.1.3. Keys in the Therapeutic Relationship
- 2.2. Communication and Language Techniques in the Therapeutic Relationship in Childhood and Adolescence
  - 2.2.1. Importance of Communication and Language Techniques in the Therapeutic Relationship with the Minor
  - 2.2.2. Most Common Communication and Speech Techniques for Successful Psychological Therapy with the Infant
  - 2.2.3. Communication Difficulties in Therapy
- 2.3. Evaluation and Diagnosis Process in Childhood: Phases
  - 2.3.1. The Assessment Process in the Childhood and Adolescent Stage
  - 2.3.2. Diagnosis in Childhood and Adolescence
- 2.4. Areas of Psychological Functioning to be Assessed
  - 2.4.1. Main Areas of Psychological Functioning to be Assessed in the Child and Adolescent Stage
  - 2.4.2. Other Areas of Functioning to be Considered by the Therapist
- 2.5. Diagnostic Objectives
  - 2.5.1. Keys to an Accurate Diagnosis
  - 2.5.2. Main Objectives in the Diagnosis of the Most Common Psychopathologies in Childhood and Adolescence

- 2.6. The Assessment and Diagnostic Process: Means for Assessment and Diagnosis
  - 2.6.1. Interview
  - 2.6.2. Main Instruments Used in the Diagnosis of Psychopathologies in Childhood and Adolescence
- 2.7. Evolution of Assessment and Diagnostic Instruments
  - 2.7.1. Introduction to the Most Common Assessment and Diagnostic Instruments
  - 2.7.2. New Lines of Assessment and Diagnosis
- 2.8. Errors in Diagnosis in the Childhood and Adolescence Stage
  - 2.8.1. When Can Errors in Diagnosis Occur?
  - 2.8.2. Modulating Factors
  - 2.8.3. Most Common Mistakes
- 2.9. Framing of the Family System in Psychological Therapy
  - 2.9.1. Concept of Family System
  - 2.9.2. The Family System in Psychological Therapy
  - 2.9.3. Problems Related to Family Involvement in the Minor's Therapy
- 2.10. Family Assessment
  - 2.10.1. Family Therapy vs. Individual Therapy
  - 2.10.2. Key Aspects for Family Assessment
  - 2.10.3. Measuring Instruments in Family Assessment

### Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family

- 3.1. Developmental Contexts
  - 3.1.1. What Are Developmental Contexts?
  - 3.1.2. Types of Developmental Contexts
  - 3.1.3. Importance of Developmental Contexts in the Development of Childhood and Adolescent Psychopathology
- 3.2. Pathologies of the Microcontext, Pathology of the Mesocontext and Pathology of the Macrocontext
  - 3.2.1. Microcontext Pathologies
  - 3.2.2. Mesocontext Pathologies
  - 3.2.3. Macrocontext Pathologies
- 3.3. Autonomous Self, Social Self, Family Self
  - 3.3.1. Autonomous Self
  - 3.3.2. Social Self
  - 3.3.3. Family Self
- 3.4. Characteristics of the Pathological Family
  - 3.4.1. The Role of the Family in the Development of Psychopathologies
  - 3.4.2. Characteristics of the Pathological Family
  - 3.4.3. Influences of the Pathological Family on the Infant
- 3.5. Conflictive Bonds
  - 3.5.1. Introduction to the Bonding Concept
  - 3.5.2. Concept of Attachment
  - 3.5.3. Types of Conflicting Bonds
- 3.6. Type of Child and Sibling History
  - 3.6.1. Introduction to the Concept of Child in the Family
  - 3.6.2. Child Type
  - 3.6.3. The Role of Siblings in Normal and/or Pathological Development
- 3.7. Family Psychopathology and its Impact on the Infant
  - 3.7.1. Psychopathology in the Family
  - 3.7.2. Influence of Family Psychopathology in the Infant and Adolescent
- 3.8. Problematic Extrafamilial Environment
  - 3.8.1. Introduction to the Concept of Extrafamilial Environment vs. Intrafamilial Environment
  - 3.8.2. Problematic Types of Family Environments
- 3.9. Influence of Family Socioeconomic Status, Culture and Media
  - 3.9.1. Introduction to the Concept of Socioeconomic Position of the Family Member
  - 3.9.2. Influence of Culture in the Development of Pathologies in Children and Adolescents
  - 3.9.3. Influence of the Media in the Development of Pathologies in Children and Adolescents
- 3.10. Risk and Protective Factors for Mental Health in Childhood
  - 3.10.1. Introduction to the Concept of Modulatory Factors
  - 3.10.2. Risk Factors for Mental Health in Childhood
  - 3.10.3. Protective Factors for Mental Health in Childhood

#### Module 4. Pathological Universes in Childhood and Adolescence

- 4.1. Neurodevelopmental Disorders
  - 4.1.1. What are Neurodevelopmental Disorders?
  - 4.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
  - 4.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 4.2. Schizophrenia Spectrum Disorders and Other Psychotic Disorders
  - 4.2.1. What are Schizophrenia Spectrum Disorders and other Psychotic Disorders?
  - 4.2.2. Disorders Included in the Diagnostic Category of Schizophrenia Spectrum Disorders and Other Psychotic Disorders"
  - 4.2.3. Childhood Schizophrenia
- 4.3. Bipolar and Related Disorders
  - 4.3.1. What are Bipolar and Related Disorders?
  - 4.3.2. Disorders Included in the Diagnostic Category of Bipolar and Related Disorders"
- 4.4. Depressive Disorders
  - 4.4.1. The Universe of Depressive Disorders
  - 4.4.2. Disorders Included in the Diagnostic Category "Depressive Disorders"
- 4.5. Anxiety Disorders
  - 4.5.1. Anxiety Disorders
  - 4.5.2. Types of Anxiety Disorders included in the DSM-V
  - 4.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence
- 4.6. Obsessive Compulsive Disorder and Related Disorders
  - 4.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
  - 4.6.2. Disorders Included in the Diagnostic Category of Obsessive-Compulsive Disorder and Related Disorders"
- 4.7. Trauma and Stress-Related Disorders
  - 4.7.1. What are Trauma-Related Disorders and Stressors?
  - 4.7.2. Disorders Included in the Diagnostic Category of "Disorders Related to Trauma and Stressors"
- 4.8. Dissociative Disorders
  - 4.8.1. Characteristics of Dissociative Disorders
  - 4.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"

- 4.9. Somatic Symptom Disorders and Related Disorders
  - 4.9.1. What are Somatic Symptom Disorders and Related Disorders?
  - 4.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
  - 4.9.3. Evidence and Data of Relevance on Factitious Disorder as Applied to Another (in Children and Adolescents)
- 4.10. Eating and Food Ingestion Disorders
  - 4.10.1. What are Eating and Food Intake Disorders?
  - 4.10.2. Eating and Food Intake Disorders included in the DSM-V
  - 4.10.3. Relevant Data on Eating and Food Intake Disorders in Adolescence

#### Module 5. Pathological Universes in Childhood and Adolescence II

- 5.1. Excretory Disorders
  - 5.1.1. What is called "Excretion Disorders"?
  - 5.1.2. Types of Excretion Disorders
- 5.2. Sleep-Wake Disorders
  - 5.2.1. Common Characteristics of Sleep-Wake Disorders
  - 5.2.2. Disorders Sleep-Wake Disorders Included in the Diagnostic Category" Sleep-Wake Disorders"
- 5.3. Gender Dysphoria
  - 5.3.1. Gender Dysphoria
  - 5.3.2. Relevant Situations of the Gender Factor in the Childhood and Adolescence
  - 5.3.3. How Today's Children Experience Sexual Problems?
- 5.4. Disruptive, Impulse-Control and Behavioral Disorders
  - 5.4.1. Types of Disruptive, Impulse-Control and Behavioral Disorders
  - 5.4.2. Common Problems Fear-Related with Behavioral Management of Infants in Psychological Therapy
- 5.5. Substance Abuse and Addictive Disorders
  - 5.5.1. What are the Disorders Related to Substance Abuse and Addictive Disorders?
  - 5.5.2. Disorders Included in the Diagnostic Category of "Disorders Related to Substances and Addictive Disorders"
- 5.6. General Personality Disorder
  - 5.6.1. Personality Theories
  - 5.6.2. General Personality Disorder According to DSM-V

- 5.7. Paraphilic Disorders
  - 5.7.1. Paraphilic Disorders
  - 5.7.2. Incidence of Paraphilic Disorders in Childhood and Adolescence
- 5.8. Other Problems that can be Targeted Clinical Care
  - 5.8.1. Parent-child relationship problem and sibling relationship problem
  - 5.8.2. Child Abuse and Neglect. Sexual Abuse

## Module 6. Intelligence

- 6.1. History and Introduction to the Concept of Intelligence
  - 6.1.1. The Concept of Intelligence
  - 6.1.2. First Works on Intelligence
- 6.2. Multiple intelligences
  - 6.2.1. Concept of Multiple Intelligences
  - 6.2.2. Theory of Multiple Intelligences
- 6.3. Emotional Intelligence
  - 6.3.1. What is Emotional Intelligence?
  - 6.3.2. Main Theories on Emotional Intelligence
  - 6.3.3. Daniel Goleman's Figure
- 6.4. Assessment and Diagnosis
  - 6.4.1. Assessment and Diagnosis of Intelligence
  - 6.4.2. Major Instruments for Measuring Intelligence
- 6.5. Intellectual Disability
  - 6.5.1. Concept of Intellectual Disability and Comorbidity with Other Mental Health Conditions
  - 6.5.2. Assessment and Diagnosis of Intellectual Disability
- 6.6. Learning Disorders
  - 6.6.1. What are Learning Disorders?
  - 6.6.2. Main Learning Disorders
  - 6.6.3. Assessment and Diagnosis of Learning Disorders
- 6.7. High Abilities. Differential Diagnosis
  - 6.7.1. Introduction to the Concept of High Abilities
  - 6.7.2. Differential Diagnosis
  - 6.7.3. High Abilities in Autism

- 6.8. Intervention Programs
  - 6.8.1. Principles of the Intervention Programs Related to Intelligence and Learning Disorders
  - 6.8.2. Intervention Programs

## Module 7. Personality Disorders in Childhood and Adolescence

- 7.1. Paranoid Personality Disorder
  - 7.1.1. Introduction to Paranoid Personality Disorder
  - 7.1.2. Diagnostic Criteria
  - 7.1.3. Paranoid Personality in Childhood
- 7.2. Schizoid Personality Disorder
  - 7.2.1. Introduction to Schizoid Personality Disorder
  - 7.2.2. Diagnostic Criteria
  - 7.2.3. Schizoid Personality in Childhood and Adolescence
- 7.3. Schizotypal Personality Disorder
  - 7.3.1. Introduction to Schizotypal Personality Disorder
  - 7.3.2. Diagnostic Criteria
  - 7.3.3. Schizotypal Personality in Minors How It Differs from Adult Neuropathology
- 7.4. Borderline Personality Disorder
  - 7.4.1. Introduction to Borderline Personality Disorder
  - 7.4.2. Diagnostic Criteria
  - 7.4.3. Borderline Personality in Childhood and Adolescents
- 7.5. Narcissistic Personality Disorder
  - 7.5.1. Introduction to Narcissistic Personality Disorder
  - 7.5.2. Diagnostic Criteria
  - 7.5.3. Narcissist Personality in Children
- 7.6. Antisocial Personality Disorder
  - 7.6.1. Introduction to Antisocial Personality Disorder
  - 7.6.2. Diagnostic Criteria
  - 7.6.3. Antisocial Personality in Minors
- 7.7. Histrionic Personality Disorder
  - 7.7.1. Introduction to Histrionic Personality Disorder
  - 7.7.2. Diagnostic Criteria
  - 7.7.3. Histrionic Personality in Childhood and Adolescence

- 7.8. Avoidant Personality Disorder
  - 7.8.1. Introduction to Avoidant Personality
  - 7.8.2. Diagnostic Criteria
  - 7.8.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage
- 7.9. Dependent Personality Disorder
  - 7.9.1. Introduction to Dependent Personality
  - 7.9.2. Diagnostic Criteria
  - 7.9.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage
  - 7.9.4. Implications of the Dependent Personality in Adulthood
- 7.10. Obsessive-Compulsive Personality Disorder
  - 7.10.1. Introduction to the Concept of Obsessions and Compulsions
  - 7.10.2. Concept of Compulsive Personality Disorder and Diagnostic Criteria
  - 7.10.3. Obsessive-Compulsive Personality in Childhood

## Module 8. Autism Spectrum Disorder

- 8.1. History and Evolution of the Autism Spectrum Disorder
  - 8.1.1. Autism Spectrum throughout History
  - 8.1.2. The Autism Spectrum Today
- 8.2. Myths About the Autism Spectrum Disorder
  - 8.2.1. Myths and Stereotypes on ASD
  - 8.2.2. The Truth About ASD
  - 8.2.3. Discrimination against patients with ASD vs. patients with Down Syndrome
- 8.3. Etiology and Diagnostic Categorization of Autism Spectrum Disorder
  - 8.3.1. Introduction to Etiology of ASD
  - 8.3.2. Main Theories on the Origin of ASD
  - 8.3.3. Categorization of ASD According to the DSM-5
  - 8.3.4. Positions on DSM-V Categorization
- 8.4. Family Atmosphere in the Psychopathology of the Autism Spectrum: Consequences, Family Adaptation
  - 8.4.1. Introduction to the Role of the Family in the Development of Children with ASD
  - 8.4.2. Protective and Risk Factors in the Family

- 8.4.3. Consequences in the Family When a Member Has ASD
- 8.5. Evaluation Instruments for Diagnosis in Autism Spectrum Disorders
  - 8.5.1. Introduction to Assessment and Diagnosis of ASD
  - 8.5.2. Main Evaluation Instruments for the Diagnosis of ASD
  - 8.5.3. New Lines of Research
- 8.6. Comorbidity and Differential Diagnosis
  - 8.6.1. Introduction
  - 8.6.2. ASD Comorbidity
  - 8.6.3. ASD Differential Diagnosis
- 8.7. Intervention Method in Clinical Cases in Children and Adolescents With ASD
  - 8.7.1. Introduction to Intervention in ASD
  - 8.7.2. Main Intervention Methodologies
- 8.8. The Role of Early Care
  - 8.8.1. What is Early Care?
  - 8.8.2. Early Care in ASD
- 8.9. Intellectual Deficit and Autism Spectrum Disorders
  - 8.9.1. Introduction to the Concept of Intellectual Deficit
  - 8.9.2. Relationship Between ASD and Intellectual Deficit

## Module 9. Others Related Problems

- 9.1. Anger and Aggressiveness Problems
  - 9.1.1. Introduction to Anger and Aggressiveness Problems
  - 9.1.2. Anger and Aggressiveness Problems in the Psychological Consultation
- 9.2. Substance Addiction Problems
  - 9.2.1. Introduction to Substance Addiction
  - 9.2.2. The problems of Substance Abuse in Minors
  - 9.2.3. Substance Abuse Fads in Minors
- 9.3. Substance Addiction Problems(TIC)
  - 9.3.1. Introduction to ICTs
  - 9.3.2. Addiction to ICTs in Minors
- 9.4. Problems Derived from ICT
  - 9.4.1. Major Problems Derived from ICT



- 9.5. Emotional Problems in Childhood and Adolescence
  - 9.5.1. Introduction to Emotions
  - 9.5.2. Emotions in Childhood and Adolescence
  - 9.5.3. Major Emotional Problems in Childhood and Adolescence
- 9.6. Self-Esteem and Self-Concept Problems
  - 9.6.1. Introduction to the Concept of Self-Esteem and Self-Concept
  - 9.6.2. Major Self-Esteem and Self-Concept Problems
- 9.7. Suicide in Childhood and Adolescence
  - 9.7.1. Introduction to Suicide
  - 9.7.2. Suicides in the Childhood and Adolescence Stage
- 9.8. Characteristics of Oppositional Defiant in Children and Adolescents
  - 9.8.1. Introduction to Oppositional Defiant Disorder
  - 9.8.2. Major Characteristics of Oppositional Defiant in Children and Adolescents
  - 9.8.3. Major Characteristics of Oppositional Defiant in Adolescents
- 9.9. The Most Common Neurodevelopmental Conditions
  - 9.9.1. Introduction the Neurodevelopmental Conditions
  - 9.9.2. Neurodevelopmental Conditions in Minors
- 10.5. Functional Analysis
  - 10.5.1. Introduction to Functional Analysis
  - 10.5.2. Functional Analysis in Psychological Therapy
- 10.6. Systemic Therapy
  - 10.6.1. Introduction to Systemic Therapy
  - 10.6.2. Systemic Therapy Today
- 10.7. Strategic Therapy and Constructivism
  - 10.7.1. Introduction to Strategic Therapy
  - 10.7.2. Introduction to Constructivism
- 10.8. Cognitive restructuring
  - 10.8.1. Introduction to Cognitive Restructuring
  - 10.8.2. Cognitive Restructuring as a Treatment Nowadays
- 10.9. Future Prospects for Treatment Planning
  - 10.9.1. New Prospects for Treatment in Childhood and Adolescence

## Module 10. Treatment and Intervention of Child and Adolescent Psychopathologies. General Treatment Principles

- 10.1. Factors Influencing Treatment Outcome
  - 10.1.1. Modulating Factors in Child Treatment
- 10.2. Treatment Modalities
  - 10.2.1. Introduction to the Treatment of Child and Adolescent Psychopathology
  - 10.2.2. Different Treatment Modalities for Children and Adolescents
- 10.3. Bandura's Vicarious Learning
  - 10.3.1. History of Bandura
  - 10.3.2. Bandura's Vicarious Learning Theory
- 10.4. Behavior Modification Techniques
  - 10.4.1. Introduction to Behavior Modification
  - 10.4.2. Main Behavior Modification Techniques
  - 10.4.3. Behavior Modification Techniques at Present



*This training will allow you to advance in your career in a comfortable way"*

06

# Clinical Internship

After successfully completing the online theoretical phase, the Hybrid Professional Master's Degree in Child and Adolescent Psychopathology includes a period of Clinical Internship in a renowned clinical center. During this stage, the student will receive the support of a tutor who will guide them at all times, both in the preparation and in the completion of the clinical internship.





“

*Do your clinical internship in one of the best hospitals in Spain”*

The Hybrid Professional Master's Degree in Child and Adolescent Psychopathology includes a Clinical Internship that gives students the opportunity to carry out an internship in different centers specialized in the area of child and adolescent mental health. During this stay, students will be able to apply the knowledge acquired in the program in a practical and realistic way, working with a team of professionals who are experts in the treatment of psychological disorders in children and adolescents.

The clinical internship in this Hybrid Professional Master's Degree is designed for the development and improvement of the skills necessary to provide health care in areas and conditions that require highly qualified professionals, and are oriented towards specific expertise for practicing the activity, in a safe environment for the patient and with highly professional performance. Students will be able to learn and apply the most innovative diagnostic procedures and plan state-of-the-art therapeutics for each pathology, all in a safe environment focused on the patient's well-being.

This practical experience is a unique opportunity to learn by working in the most innovative centers in the field of child and adolescent mental health, becoming the ideal teaching scenario for this innovative experience in the improvement of professional medical skills for the 21st century. The Hybrid Professional Master's Degree in Child and Adolescent Psychopathology is a complete and up-to-date program that offers students quality education and the opportunity to grow professionally in a field that is increasingly in demand.

The practical teaching will be carried out with the active participation of the student performing the activities and procedures of each area of knowledge (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for the practice of Child and Adolescent Psychopathology (learning to be and learning to relate).



The procedures described below will form the basis of the practical part of the training, and their implementation is subject to both the suitability of the patients and the availability of the center and its workload, with the proposed activities being as follows:

Module	Practical Activity
<b>Assessment and Diagnosis</b>	Conduct a thorough clinical interview with a child or adolescent, gathering information about their history and current situation
	Prepare a clinical history and a record of observations and assessment tests for a case of autism spectrum disorder
	Perform a complete psychological report for a case of attention-deficit/hyperactivity disorder
<b>Clinical Intervention</b>	Plan and conduct a cognitive-behavioral therapy session with a child with school phobia
	Design and apply social skills training program for an adolescent with difficulties in peer relationships
	Perform a psychoeducation session for the parents of a child with autism spectrum disorder
<b>Crisis Intervention Techniques</b>	Provide immediate support to the patient who has experienced an intense emotional crisis
	Perform a quick and accurate assessment of the crisis, gathering information about the situation, history, and symptoms involved
	Apply deep breathing, muscle relaxation, mindfulness, and positive visualization techniques
<b>Parental Counseling</b>	Provide assistance to parents with the main challenges they face on a daily basis with their children with some type of disorder
	Act as a mediator to facilitate communication and understanding among family members
	Organize meetings and educational programs oriented to families with patients with disorders or pathologies
	Collaborate in actions aimed at reducing stress in the family nucleus

## Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



## General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

**1. TUTOR:** During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

**2. DURATION:** The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

**3. ABSENCE:** If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

**4. CERTIFICATION:** Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

**5. EMPLOYMENT RELATIONSHIP:** the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

**6. PRIOR EDUCATION:** Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

**7. DOES NOT INCLUDE:** The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

# 07

## Where Can I Do the Clinical Internship?

The Hybrid Professional Master's Degree in Child and Adolescent Psychopathology includes in its syllabus a clinical internship in centers specialized in the treatment of child and adolescent psychological disorders. During this internship, the student will have the opportunity to apply the knowledge acquired in a real environment, working alongside professionals who are experts in the field. In order to make this program accessible to more students, TECH offers the possibility of doing the internship in different centers throughout the country, reaffirming its commitment to academic excellence and accessible education for everyone.







“

*Complete your theoretical education with the best practical internship on the market. This is the only way to achieve success in your daily practice"*



The student will be able to complete the internship of this Hybrid Professional Master's Degree at the following centers:



Psychology

### Hospital HM Modelo

Country: Spain  
City: La Coruña

Address: Rúa Virrey Osorio, 30, 15011, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Anaesthesiology and Resuscitation
- Palliative Care



Psychology

### Hospital HM Rosaleda

Country: Spain  
City: La Coruña

Address: Rúa de Santiago León de Caracas, 1, 15701, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Hair Transplantation
- Orthodontics and Dentofacial Orthopedics



Psychology

### Hospital HM La Esperanza

Country: Spain  
City: La Coruña

Address: Av. das Burgas, 2, 15705, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Oncology Nursing
- Clinical Ophthalmology



Psychology

### Hospital HM San Francisco

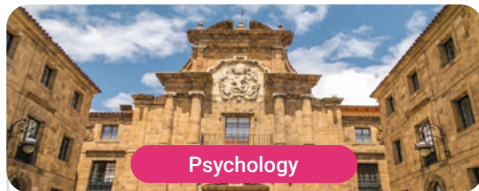
Country: Spain  
City: León

Address: C. Marqueses de San Isidro, 11, 24004, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Update in Anesthesiology and Resuscitation
- Trauma Nursing



Psychology

### Hospital HM Regla

Country: Spain  
City: León

Address: Calle Cardenal Landázuri, 2, 24003, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Update on Psychiatric Treatment in Minor Patients



Psychology

### Hospital HM Montepríncipe

Country: Spain  
City: Madrid

Address: Av. de Montepríncipe, 25, 28660, Boadilla del Monte, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Palliative Care
- Aesthetic Medicine



Psychology

### Hospital HM Torrelodones

Country: Spain  
City: Madrid

Address: Av. Castillo Olivares, s/n, 28250, Torrelodones, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Anaesthesiology and Resuscitation
- Palliative Care



Psychology

### Hospital HM Sanchinarro

Country: Spain  
City: Madrid

Address: Calle de Oña, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Anaesthesiology and Resuscitation
- Palliative Care



Psychology

### Policlínico HM Gabinete Velázquez

Country	City
Spain	Madrid

Address: C. de Jorge Juan, 19, 1° 28001, 28001, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Clinical Nutrition in Medicine
- Aesthetic Plastic Surgery



Psychology

### Policlínico HM La Paloma

Country	City
Spain	Madrid

Address: Calle Hilados, 9, 28850, Torrejón de Ardoz, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Advanced Operating Room Nursing
- Orthodontics and Dentofacial Orthopedics



Psychology

### Policlínico HM Moraleja

Country	City
Spain	Madrid

Address: P.º de Alcobendas, 10, 28109, Alcobendas, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Rehabilitation Medicine in Acquired Brain Injury Management



Psychology

### Policlínico HM Sanchinarro

Country	City
Spain	Madrid

Address: Av. de Manoteras, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Gynecological Care for Midwives
- Nursing in the Digestive Tract Department



Psychology

### Policlínico HM Virgen del Val

Country	City
Spain	Madrid

Address: Calle de Zaragoza, 6, 28804, Alcalá de Henares, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Diagnosis in Physiotherapy
- Physiotherapy in Early Care



Psychology

### Policlínico HM Rosaleda Lalín

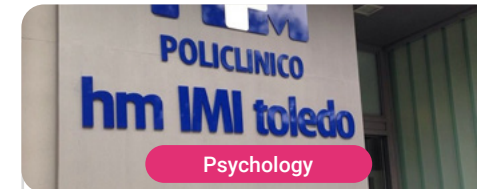
Country	City
Spain	Pontevedra

Address: Av. Buenos Aires, 102, 36500, Lalín, Pontevedra

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Advances in Hematology and Hemotherapy
- Neurological Physiotherapy



Psychology

### Policlínico HM Imi Toledo

Country	City
Spain	Toledo

Address: Av. de Irlanda, 21, 45005, Toledo

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

**Related internship programs:**

- Electrotherapy in Rehabilitation Medicine
- Hair Transplantation

08

# Methodology

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

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



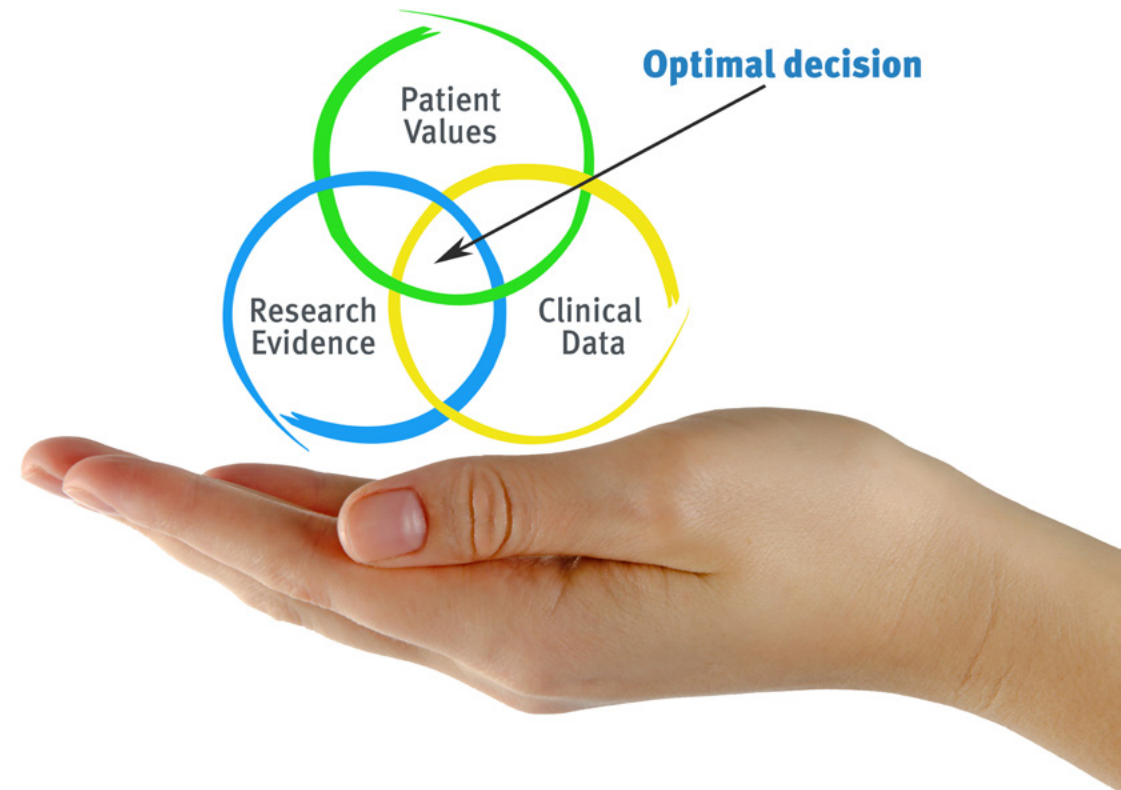
“

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

## At TECH we use the Case Method

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

*With TECH the psychologist experiences 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 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 psychologist's professional practice.

“

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

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

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 is a real revolution compared to the simple study and analysis of cases.

*The psychologist 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.*





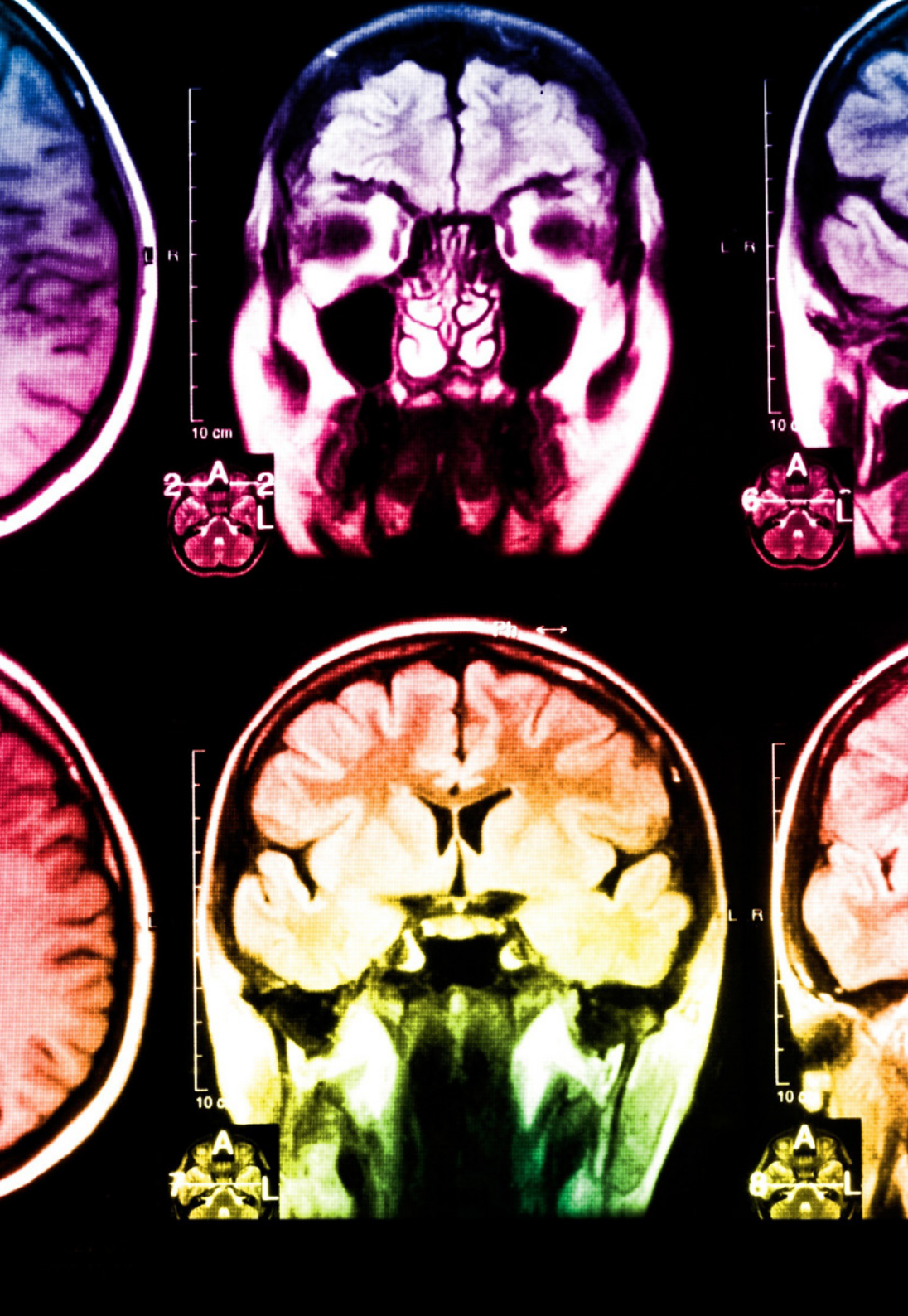
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 our 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.



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. 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

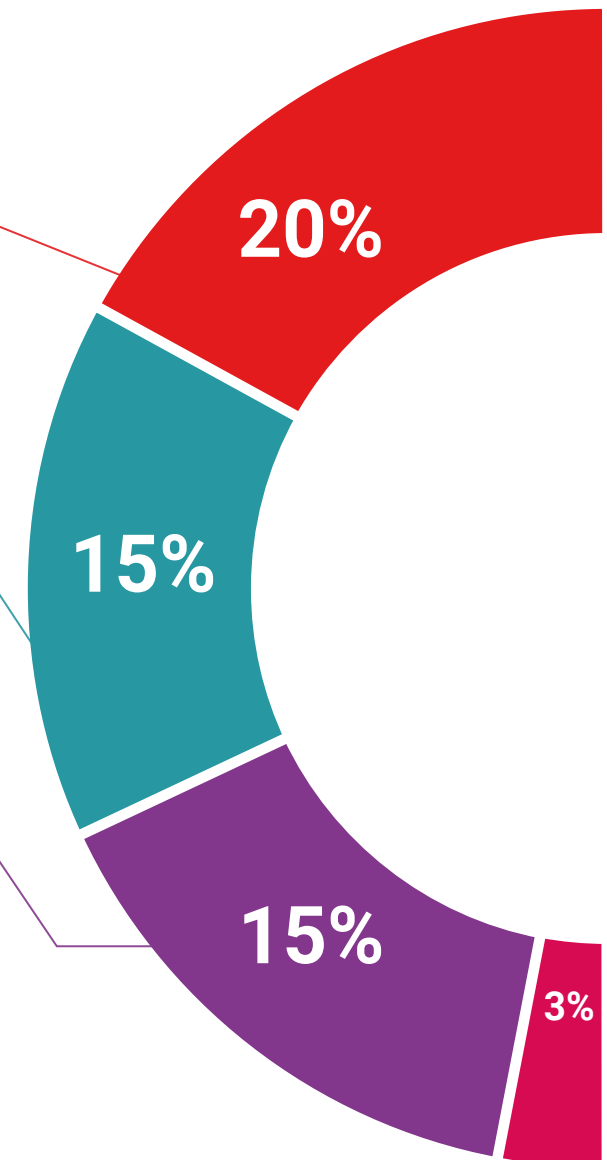
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

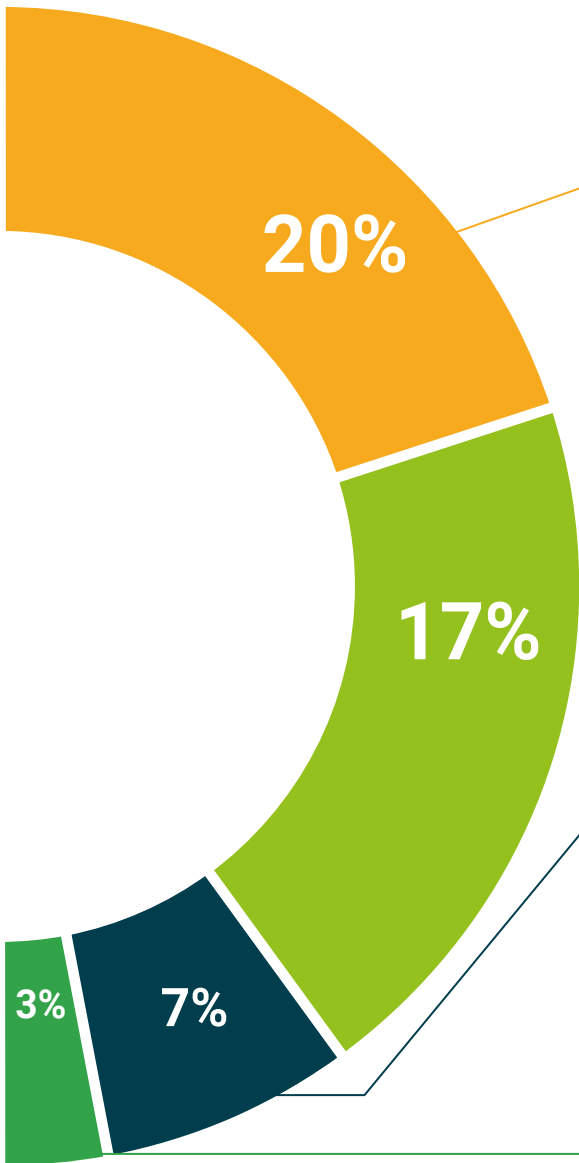
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### 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 suggesting that observing third-party experts can be useful.  
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.



09

# Certificate

The Hybrid Professional Master's Degree in Child and Adolescent Psychopathology guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree diploma issued by TECH Global University.



“

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

This program will allow you to obtain your **Hybrid Professional Master's Degree diploma in Child and Adolescent Psychopathology** 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.

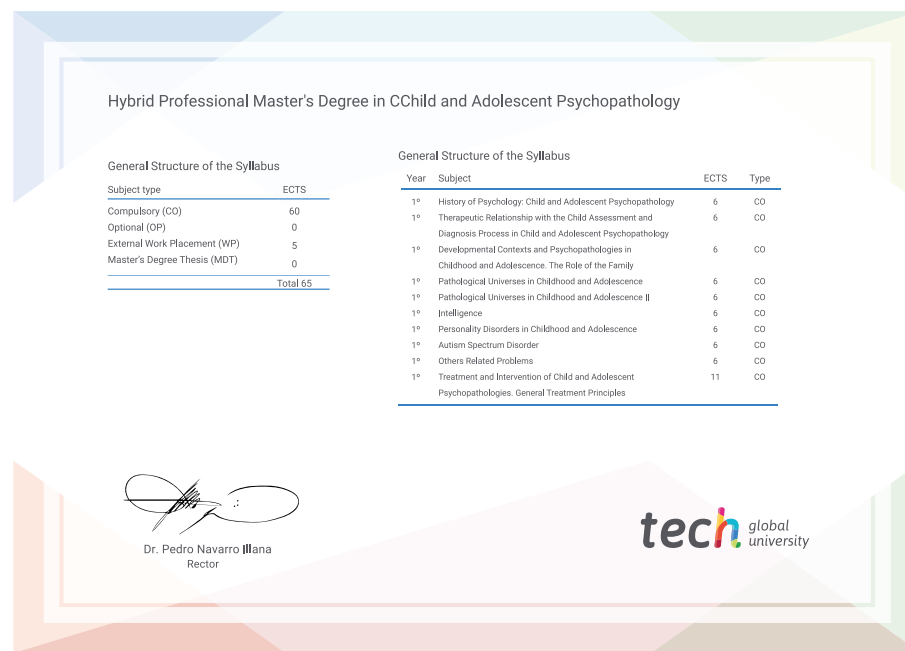
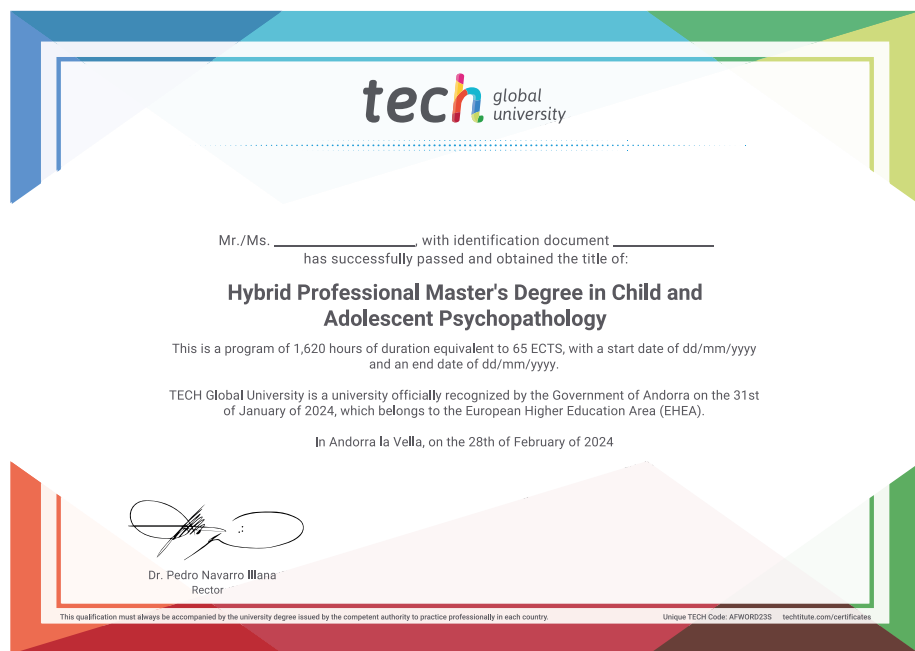
Title: **Hybrid Professional Master's Degree in Child and Adolescent Psychopathology**

Course Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Global University**

Recognition: **60 + 5 ECTS Credits**



\*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.



Hybrid Professional Master's Degree  
Child and Adolescent Psychopathology

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 5 ECTS Credits

# Hybrid Professional Master's Degree Child and Adolescent Psychopathology

