Professional Master's Degree
Clinical Child and Adolescent Psychology

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Professional Master's Degree
Clinical Child and Adolescent Psychology

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/psychology/professional-master-degree/master-clinical-child-adolescent-psychology**

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01

Introduction

Psychological care in childhood and adolescence receives special attention from the health community. This has been categorized as a public health problem due to the prevalence of mood disorders in minors. For this reason, there is a need for psychology professionals with a certain degree of expertise, guaranteeing help to this sector of the population. Therefore, the development of this 100% online program to provide professionals with the best skills for effective diagnosis and treatment.

A Professional Master's Degree that will give you the opportunity to be aware of the ongoing advances in clinical psychological care for minors"

With the development of this Professional Master's Degree in Clinical Child and Adolescent Psychology, psychology professionals will guarantee the development of their skills to deal with children and adolescents. In these stages, the clinical approach has new nuances, making it essential to establish a relationship of trust between the patient and the therapist. For this reason, this program will encourage the deployment of strategies that motivate patients to actively participate in therapy.

A program taught entirely in online mode, where students will have the opportunity to delve into the child and adolescent diseases, allowing in turn to expand knowledge in the new techniques used in the therapeutic relationship with the infant, as well as the role played by the family in certain interventions. Likewise, this university education will allow students to learn about recent research that delves into treatment programs that address depression and anxiety, ADHD, personality disorder or eating disorders.

A whole process of renewal of knowledge that will be possible thanks to the specialized teaching team that imparts this degree. The multimedia content provided by the teachers will serve to show in a more agile and enjoyable way the pathological universes, the intervention techniques, as well as the current regulations for the diagnosis and evaluation of learning difficulties in educational centers.

TECH consequently offers a degree that facilitates the updating of the psychology professional with a flexible study plan. Students can access the entire syllabus from the first day, without fixed timetable sessions and using only an electronic device to connect to the virtual platform. A modality that facilitates the renewal of knowledge while balancing work and/or personal responsibilities with quality education.

This **Professional Master's Degree in Clinical Child and Adolescent Psychology** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- Practical cases presented by experts in Psychology
- 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
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- 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

Access this university program 24 hours a day, without presence and using only a device with internet connection"

Access to the most exhaustive knowledge in the assessment protocols to be followed by formal education centers"

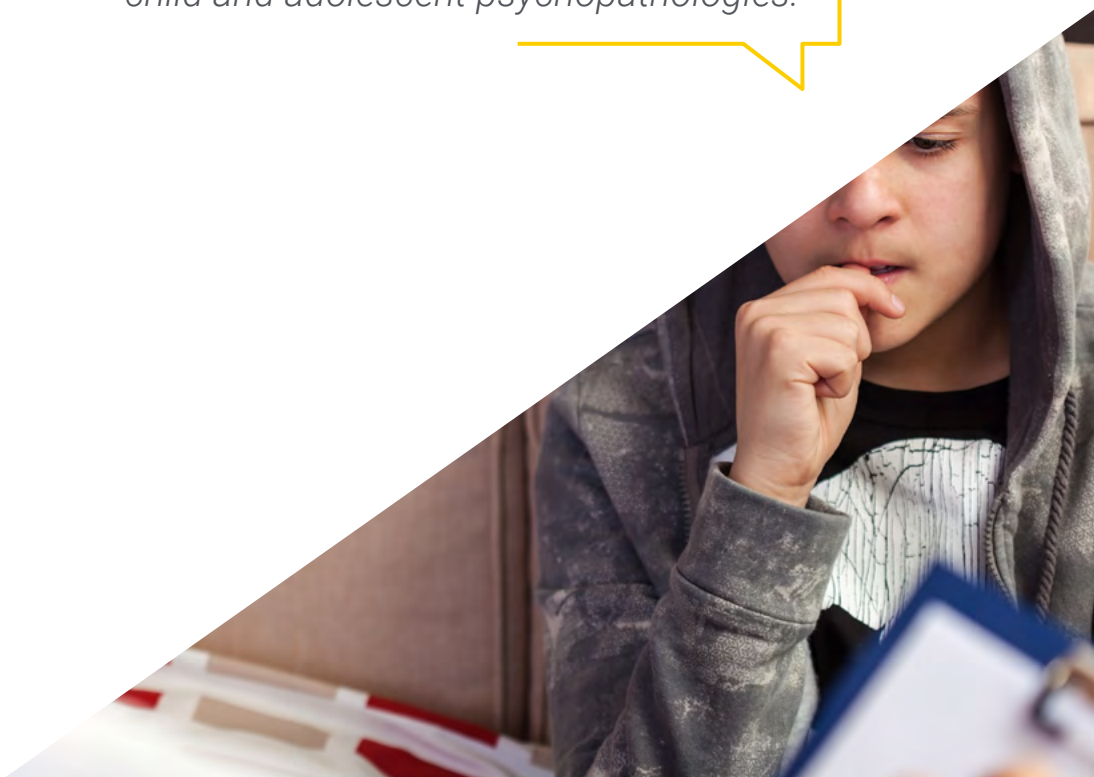
Perform an intervention from a clinical perspective, using the tools of behavioral modification.

With this university degree, delve into the future perspectives in the treatment of child and adolescent psychopathologies.

The program's teaching staff includes professionals from sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

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 immersive training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

This Professional Master's Degree provides the psychology professional with renewed knowledge in the area of Clinical Child and Adolescent Psychology. In this way, at the end of the 12-month online course, students will have acquired the intervention techniques and treatments currently used, as well as the skills that the therapist must develop with the patient and the figure of the family in therapies with minors. The expert teaching staff will ensure that students achieve their goals of knowledge renewal, thanks to the multimedia material provided.

The real cases that you will find in this program will provide you with simulations that will be very useful in your daily clinical practice"

General Objectives

- Describe the therapeutic alliance between the psychotherapist and the minor
- Analyze the changes in behavior during the life cycle
- Differentiate between the evolutionary adaptation and adaptability of human beings
- Explain the family system framework in single-therapist, single-patient psychotherapy
- Master psychodiagnosis and assessment in the child and adolescent framework
- Control personality assessment at these ages
- Identify the role of the family in child and adolescent diagnosis
- Specify the intervention of clinical psychology in these age groups
- Develop sufficient skills to manage a child and adolescent clinic

Enroll in this Professional Master's Degree to access the latest advances in anxiety disorders, depression and stress in adolescents"

Specific Objectives

Module 1. History of Psychology: Child and Adolescent Psychopathology

- Get to know the most influential currents of psychology in the history of the discipline of clinical psychology
- Study the emergence of clinical child and adolescent psychology and the importance of the study of children and adolescents in the field of psychology
- Gain knowledge about development and the differences between what is considered normal and pathological in childhood and adolescence
- Delve into the influential theories of child development in relation to their influence on childhood and adolescent psychopathology

Module 2. Therapeutic relationship with the infant, assessment and diagnostic process in child and adolescent psychopathology

- Get to know the process of the therapeutic relationship with the infant and adolescent in clinical child and adolescent psychology, and also to know the most appropriate forms of communication for the success of therapy in the child and adolescent stage
- Identify the clinical assessment and diagnostic process used with patients in the child and adolescent stage
- Study the assessment instruments and the areas of importance to be assessed in the early childhood 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

- Understand the influence of developmental contexts on child and adolescent psychopathologies
- Study the differences between the autonomous SELF, social SELF and family SELF
- Identify the characteristics that make a family pathological, the existing conflictive links 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 the clinical psychological therapy of childhood and adolescence

- Gain knowledge of the main pathological universes of childhood and adolescence in clinical therapy
- Learn to recognize and differentiate the different pathological universes related to the child and adolescent stage
- Gain knowledge about the diagnostic criteria of the pathological universes according to the DSM-V
- Learn the characteristics of the child and adolescent stage in each pathological universe
- Analyze the differential characteristics of each pathological universe according to DSM-V information
- Study the existing comorbidities in each pathological universe mentioned

Module 5. Protocols and frameworks for the diagnosis and assessment of learning difficulties in formal education centers

- Guidelines for assessment protocols to be followed by formal education centers at different educational levels
- Examine different standardized assessment tests in reading and writing
- Analyze assessment protocols in non-formal education, higher education or teaching competencies

Module 6. Intervention Techniques

- Establish different intervention tools in order to treat children and adolescents
- Get to Know the main theories of play, metaphors and stories as intervention techniques
- Apply certain intervention tools taking into account the social and emotional situation of the child and adolescent

Module 7. Treatment and intervention of child and adolescent psychopathologies

- Identify the main treatments for clinical psychopathologies in childhood and adolescence
- Study the different modulating theories of human behavior in childhood
- Gain knowledge about the future perspectives in the treatment of child and adolescent psychopathologies

Module 8. Behaviour Modification

- Analyze the basics of behavior modification techniques
- Get to know and recognize the different theoretical currents of behavior modification
- Identify how to apply behavior modification techniques

Module 9. Intervention and treatments in clinical child and adolescent psychology

- Get to know the main treatment programs
- Delve into what ICT is and their usefulness in clinical psychology
- Analyze current and future treatments linked to new technologies

Module 10. Treatment Programs

- Gain knowledge about the relevant data on the treatment of the most significant disorders for the child and adolescent population
- Study the main aspects of intervention in clinical disorders specific to childhood and adolescence
- Determine the future prognosis of some clinical disorders in childhood and adolescence
- Study therapies and intervention techniques that are effective in clinical disorders

03

Skills

This online program allows the psychology professional to identify and intervene in the different disorders that affect children and adolescents, taking into account the clinical approach at all times. In this way, at the end of the program, the students will have updated their competencies and skills, guaranteeing the objectivity of the treatment and the mental health of the patient.

TECH's Relearning system will allow you to renew your knowledge in a more natural and progressive way"

General Skills

- Address the different types of families, as well as the psychopathology of children and adolescents
- Psychodiagnosis through interviews and modern psychological methodology of various psychopathologies in childhood and adolescence
- Delve into the most common and infrequent personality disorders in childhood and adolescence, with a current scientific prism
- Develop the most effective intervention techniques in the therapeutic field
- Manage with precision and excellence the most clinically successful intervention tools

A degree that will allow you to update the most commonly used tools for successful clinical interventions with children"

Specific Skills

- Develop strategies for dealing with minors and define the legal repercussions of not complying with the code of ethics and the patient's statute
- Differentiate the psychological disorders in the natural evolutionary changes
- Perform a differential diagnosis taking into account the evolutionary stage of the patient
- Identify, differentiate and diagnose the new and different forms of psychological illnesses in childhood and adolescence in the current day
- Deal with the diagnosis and the setting in these ages in a conducive way
- Develop techniques to achieve the motivation and active participation of a child or adolescent patient in the diagnosis and intervention process
- Establish a patient intervention with assurance, without disregarding the involvement of the family, the school or the peer group
- Develop knowledge of different mental disorders and behavioural or emotional abnormalities
- Make a realistic prognosis of the child's or adolescents situation as part of the differential diagnosis
- Manage the current clinic in its biopsychosocial variables
- Develop protocols and tools that allow for intervention with safeguards
- Understand the different masks used and atypical ways the illness can present itself in children and adolescents
- Develop sufficient tools for the patient to identify the therapist as a being in a position of authority
- Perform intervention protocols tailored to the patient
- Control the intervention by adapting it to the patient's profile
- Define the labyrinths specific to each disorder with their unknowns and difficulties
- Design an intervention from creativity and experience as a clinician, adapting to what is happening at each moment

04

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

Dr. Amy Elizabeth West is a renowned clinical psychologist with an outstanding international career in the field of Child and Adolescent Mental Health. She has held a leadership position at Children's Hospital Los Angeles (CHLA), where she has directed the Clinical Child and Adolescent Psychology Internship. Here, her work has focused on providing evidence-based psychosocial treatments, with a special focus on vulnerable and underserved populations, such as ethnic minorities and socioeconomically disadvantaged families.

Likewise, throughout her career, she has led innovative research on Mood and Anxiety Disorders in children, the prevention of Suicidal Behavior and Perinatal Mental Health, obtaining funding from prestigious institutions, such as the National Institute of Mental Health (NIMH), the Patient-Centered Outcomes Research Institute (PCORI) and the Substance Abuse and Mental Health Services Administration (SAMHSA).

Likewise, her integrative approach has been instrumental in developing treatments such as Child and Family Focused Cognitive Behavioral Therapy (CFF-CBT), known as RAINBOW therapy, which has been widely validated as an effective treatment for Pediatric Bipolar Disorder, with manuals published by Oxford University Press in the "Treatments that Work" series. She has also been involved in research on Substance and Opioid Use Prevention in Native American and Alaska Native communities.

In addition to her work and research, Dr. Amy Elizabeth West has been an active personality in several professional organizations, holding leadership roles in the Association for Cognitive and Behavioral Therapy, the Society for Prevention Research, and the Anxiety and Depression Association of America. In doing so, she aims to improve access to mental health care for vulnerable populations, establishing herself as an expert in her field.

Dr. Bolton, West, Amy Elizabeth

- Director of Clinical Child and Pediatric Psychology, Children's Hospital Los Angeles, United States
- Co-investigator and Director of the Implementation of Cognitive-Behavioral Techniques
- Psychologist and Researcher of the Community Mental Health Program at Children's Hospital of Los Angeles
- Member of the Study on Prevention and Treatment of Opioid and Substance Use in Urban and Rural AIAN Tribal Communities in California at the University of Southern California
- Associate Editor of the Journal of Clinical Child and Adolescent Psychology
- Adolescent Medicine Fellow at Harvard Medical School and Boston Children's Hospital
- Clinical and Pediatric Child Psychology Fellow, Harvard Medical School and Boston Children's Hospital
- Ph.D. in Clinical Psychology from the University of Virginia
- B.A. in Psychology from Stanford University
- Clinical Research Loan Repayment Program Award from the National Institutes of Health (NIH)
- Career Development Award from the National Institute of Mental Health (NIMH)
- Member of:
  - University of Southern California Interdisciplinary Center for Family Change

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

04

Structure and Content

The study plan of this Professional Master's Degree has been designed by recognized specialists in Clinical Child and Adolescent Psychology, who provide a comprehensive content that addresses the therapeutic relationship with children, the techniques used in therapy with families and delves into the pathological universes. The most commonly used treatments and interventions, as well as recent advances in each of them, will have a special incidence in the syllabus. Video summaries of each topic, specialized readings and simulations of real cases will be very useful to acquire a renewed knowledge at the forefront of academic teaching.

A curriculum that will immerse you in pathological universes with the most up-to-date multimedia content"

Module 1 History of Psychology: Child and Adolescent Psychopathology

1.1. General Psychology Background
- 1.1.1. Birth of Scientific Psychology
- 1.1.2. Psychology in the First Half of the XX Century
- 1.1.3. Psychology in the Second Half of the XX Century

1.2. Child Psychology. Why Study Children?
- 1.2.1. What is Child Psychology?
- 1.2.2. Developmental Psychology
- 1.2.3. Why 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. Symptom Understanding in Childhood Psychopathology
- 1.8.1. Concept of Symptoms and Signs of Somatic and Psychopathological Disease
- 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. History of the Disease in 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, Process of Evolution and Diagnosis in Child and Adolescent Psychopathology

2.1. Therapeutic Relationship with the Child and Adolescent
- 2.1.1. Child and Adolescent Characteristics
- 2.1.2. Establishment of the Therapeutic Alliance with the Child
- 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 Child
- 2.2.2. Most Common Communication and Speech Techniques for Successful Psychological Therapy with the Child
- 2.2.3. Communication Difficulties in Therapy

2.3. Clinical Assessment and Diagnosis Process in Childhood: Stages
  2.3.1. The Clinical Assessment Process in the Childhood and Adolescence Stage
  2.3.2. Clinical Diagnosis in Childhood and Adolescence
  2.3.3. Keys to an Accurate Diagnosis
2.4. Areas of Psychological Functioning to be Assessed
  2.4.1. Main areas of Psychological Functioning that Should be Assessed in Childhood and Adolescence
  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. Diagnostic Errors in the Child and Adolescent 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. Family System Concept
  2.9.2. The Family System in Psychological Therapy
  2.9.3. Problems Related to Family Intervention in the Child'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. Evolutionary Contexts
  3.1.1. What Are Evolutionary Contexts?
  3.1.2. Types of Evolutionary Contexts
  3.1.3. Importance of Developmental Contexts in the Development of Childhood and Adolescent Psychopathology
3.2. Pathologies of the Microcontext, Pathologies of the Mesocontext, and Pathologies of the Macrocontext
  3.2.1. Microcontext Pathologies
  3.2.2. Mesocontext Pathologies
  3.2.3. Macrocontext Pathologies
3.3. Autonomous SELF, Social SELF and 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 Family in the Development of Psychopathologies
  3.4.2. Characteristics of the Pathological Family
  3.4.3. Influences of the Pathological Family on the Child
3.5. Conflicting Relationships
  3.5.1. Introduction to the Bonding Concept
  3.5.2. Concept of Attachment
  3.5.3. Types of Conflicting Relationships
3.6. Type of Child and Sibling History
  3.6.1. Introduction to the Concept of Son in the Family
  3.6.2. Kinds of Sons
  3.6.3. The Role of Siblings in Normal and/or Pathological Development

3.7. Family Psychopathology and Its Impact on the Child
- 3.7.1. Psychopathology in the Family
- 3.7.2. Influence of Family Psychopathology in the Child and Adolescent

3.8. Problematic Extrafamilial Environment
- 3.8.1. Introduction to the Concept of Extrafamilial 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
- 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 the Clinical Psychological Therapy of Childhood and Adolescence

4.1. Neurodevelopment 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 on 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 Disorder and Related Disorders
- 4.3.1. What are Bipolar Disorder and Related Disorders?
- 4.3.2. Disorders Included in the Diagnostic Category of Bipolar and Related Disorders

4.4. Depressive Disorders
- 4.4.1. Universe of Depressive Disorders
- 4.4.2. Disorders Included in the Diagnostic Category Depressive Disorder

4.5. Anxiety Disorders
- 4.5.1. Anxiety Disorders
- 4.5.2. Types of Anxiety Disorders Included in 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 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 Trauma-Related Disorders and Stressors

4.8. Sleep/Wake Disorders
- 4.8.1. Common Features for Sleep/Wake Disorders
- 4.8.2. Disorders Included in the Diagnostic Category of Sleep/Wake Disorder

4.9. Disruptive, Impulse-Control and Conduct Disorders
- 4.9.1. Types of Disorders
- 4.9.2. Common Problems with Behavioral Management of Children in Psychological Therapy

4.10. Eating and Food Intake 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 Facts about Eating and Food Intake Disorders in Adolescence

Module 5 Protocols and Frameworks for the Diagnosis and Assessment of Learning Difficulties in Formal Education Centers

5.1. Concept, Evolution and Diagnostic Criteria. Early Detection of Specific Needs of Educational Support (SNES) Legal Framework in Spain
- 5.1.1. Concept and Evolution of Diagnostic Criteria in Learning Difficulties
- 5.1.2. Early Detection and Action Frameworks
- 5.1.3. Assessment of Learning Difficulties in Formal Education Centers

5.2. Assessment Protocols in Formal Education Centers
- 5.2.1. Protocols for Action in Centers at the Pre-school and Primary School Levels
- 5.2.2. Protocol in High School and Vocational Training
- 5.2.3. What About SNES at the Post-Compulsory Levels of Education?

5.3. Legislation for Professional Practice in Learning Difficulties
- 5.3.1. Legal Framework in Spain
- 5.3.2. Other Related Legislation (Autonomous Communities, Specific Regulations)

5.4. Cognitive Functions and their Sub-Processes
- 5.4.1. Main Cognitive Functions to be Assessed in Learning Difficulties
- 5.4.2. Reading and its Sub-Processes
- 5.4.3. Writing and its Sub-Processes
- 5.4.4. Attention and Perception and their Sub-Processes

5.5. Standardized Assessment Tests in Reading
- 5.5.1. Global Reading
- 5.5.2. Reading Comprehension
- 5.5.3. Reading Research

5.6. Standardized Assessment Tests in Writing
- 5.6.1. Routes of Access to Lexicon
- 5.6.2. Written Composition
- 5.6.3. Writing Research

5.7. Standardized Assessment Tests in Attention and Perception
- 5.7.1. Types of Tasks that Assess Each Attention Section: Sustained Attention, Divided Attention, Selective Attention
- 5.7.2. Tests for Global Assessment of Attention
- 5.7.3. Attention Research

5.8. Standardized Assessment Tests in Memory
- 5.8.1. Working Memory
- 5.8.2. Other Types of Memory
- 5.8.3. Memory Research

5.9. Basic Skills Assessment Batteries in Primary Education
- 5.9.1. Assessment Batteries for the First and Second Cycle of Primary Education
- 5.9.2. Skills Assessment Batteries in Other Educational Levels
- 5.9.3. Research Framework for Basic Skills Testing

5.10. Complementary Assessment Protocols in the Educational Field
- 5.10.1. Assessment in Non-Formal Education
- 5.10.2. Skills Assessment in Higher Education
- 5.10.3. Evaluation of Teaching Skills

Module 6 Intervention Techniques

6.1. Beck's Cognitive Therapy
- 6.1.1. Who is Beck?
- 6.1.2. Fundamentals of Cognitive Therapy
- 6.1.3. Clinical Application

6.2. Problem-Solving Therapy
- 6.2.1 Introduction to Problem-Solving Therapy
- 6.2.2. Relevant Authors
- 6.2.3. Clinical Application

6.3. Exposure Therapy
- 6.3.1. Types of Exposure
- 6.3.2. Relevant Authors
- 6.3.3. Clinical Application

6.4. Modeling Techniques
- 6.4.1. Origin of Modeling
- 6.4.2. Techniques and Application

6.5. Ellis Rational-Emotive-Behavioral Therapy
- 6.5.1. Rational-Emotive-Behavioral Therapy Fundamentals
- 6.5.2. Clinical Application

6.6. Humanistic Techniques
- 6.6.1. Fundamentals of Humanistic Therapy
- 6.6.2. Most Common Techniques

6.7. Cognitive-Behavioral Techniques
- 6.7.1. Rational-Emotive-Behavioral Therapy Fundamentals
- 6.7.2. Clinical Application

6.8. Gestalt Therapy
- 6.8.1. Fundamentals of Gestalt Therapy
- 6.8.2. Clinical Application

6.9. Piaget's School
- 6.9.1. Fundamentals of Piaget School
- 6.9.2. Clinical Application

6.10. Mindfulness
- 6.10.1. Origins of Mindfulness
- 6.10.2. Mechanisms of Action
- 6.10.3. Clinical Application

Module 7 Treatment and Intervention of Child and Adolescent Psychopathologies

7.1. Factors Influencing Treatment Outcome
- 7.1.1. Modulating Factors in the Treatment of the Minor

7.2. Treatment Modalities
- 7.2.1. Introduction to Treatment of Child and Adolescent Psychopathologies
- 7.2.2. Different Treatment Modalities for Children and Adolescents

7.3. Bandura's Vicarious Learning
- 7.3.1. Bandura's History
- 7.3.2. Bandura's Vicarious Learning Theory

7.4. Functional Analysis
- 7.4.1. Introduction to Functional Analysis
- 7.4.2. Functional Analysis in Psychological Therapy

7.5. Systemic Therapy
- 7.5.1. Introduction to Systemic Therapy
- 7.5.2. Systemic Therapy Today

7.6. Strategic Therapy and Constructivism
- 7.6.1. Introduction to Strategic Therapy
- 7.6.2. Introduction to Constructivism

7.7. Cognitive-Behavioral Therapy. Cognitive Restructuring
- 7.7.1. Introduction to Cognitive-Behavioral Therapy
- 7.7.2. Cognitive Restructuring Technique
- 7.7.3. Cognitive Restructuring as a Treatment Today

7.8. Solution-Focused Brief Therapy
- 7.8.1. Introduction to Solution-Focused Brief Therapy
- 7.8.2. Techniques and Clinical Application

7.9. Psychotherapeutic Techniques
- 7.9.1. Introduction to Psychotherapeutic Techniques
- 7.9.2. Main Psychotherapeutic Techniques Today

7.10. Future Prospects for Treatment Planning
- 7.10.1. New Perspectives of Treatment in the Childhood and Adolescence Stage

Module 8 Behavioral Modification

8.1. Main Theories and Authors
- 8.1.1. Beginnings of Behavioral Theories
- 8.1.2. Most Relevant Authors

8.2. Operant Techniques for Behavioral Enhancement
- 8.2.1. Which Behaviors Are We Looking to Increase?
- 8.2.2. Techniques to Increase a Behavior

8.3. Operant Techniques for Acquisition
- 8.3.1. Which Behaviors Are We Looking to Be Acquired?
- 8.3.2. Development of Techniques to Facilitate the Acquisition of Behaviors

8.4. Techniques to Reduce or Eliminate Behavior
- 8.4.1. Which Behaviors Are We Looking to Be eliminated?
- 8.4.2. Techniques to Reduce or Extinguish a Behavior

8.5. Token Economy Program
- 8.5.1. Theoretical Basis for the Token Economy
- 8.5.2. Its Use in the Classroom
- 8.5.3. Clinical Use

8.6. Contingency Contracts
- 8.6.1. Theoretical Basis of Contingency Contracts
- 8.6.2. Application of Contingency Contracts

8.7. Most Common Operant Conditioning Techniques
- 8.7.1. Classical Operant Conditioning Techniques
- 8.7.2. Operant Conditioning Techniques Oriented to Clinical Psychology

8.8. Latest Applications and Studies
- 8.8.1. Neobehavioral Theories
- 8.8.2. Main Authors
- 8.8.3. Research Lines

8.9. Behavioral Assessment
- 8.9.1. Behavioral Assessment Strategies
- 8.9.2. Functional Analysis of Behavior

Module 9 Intervention and Treatment in Clinical Child and Adolescent Psychology

9.1. Characteristics of Psychological Interventions in Children and Adolescents
- 9.1.1. Main Features

9.2. Autism Spectrum
- 9.2.1. Autism Spectrum Basis
- 9.2.2. Assessment and Diagnosis
- 9.2.3. Intervention and Treatment

9.3. Schizophrenia
- 9.3.1. Basis of Disease
- 9.3.2. Assessment and Diagnosis
- 9.3.3. Intervention and Treatment

9.4. Intervention in Obsessive-Compulsive Disorder
- 9.4.1. Basis of the Disorder
- 9.4.2. Assessment and Diagnosis
- 9.4.3. Treatment Programs

9.5. Program for the Treatment of Social Phobia
- 9.5.1. Most Common Treatment Programs for Social Phobia
- 9.5.2. Treatments and Research Lines
- 9.5.3. Cognitive-Behavioural Intervention

9.6. Treatment of Specific Phobias
- 9.6.1. Diagnostic Characteristics of Specific Phobias
- 9.6.2. Assessment
- 9.6.3. Intervention and Treatment

9.7. Family Therapy
- 9.7.1. Basis of Family Therapy
- 9.7.2. Utility and Effectiveness

9.8. Treatment of Sexual Disorders
- 9.8.1. Assessment and Diagnosis of Sexual Disorders
- 9.8.2. Treatment and intervention of Sexual Disorders

9.9. Treatment for Oppositional Defiant Disorder
- 9.9.1. What is Oppositional Defiant Disorder?
- 9.9.2. Assessment and Diagnosis of Oppositional Defiant Disorder
- 9.9.3. Intervention and Treatment

9.10. Treatment of Addictions
- 9.10.1. Concept of Addiction
- 9.10.2. Addiction Components
- 9.10.3. Intervention Programs

Module 10 Treatment Programs

10.1. Depression and Anxiety
- 10.1.1. Introduction to the Treatment of Depression and Anxiety in Clinical Child and Adolescent Psychology
- 10.1.2. Intervention in Depression and Anxiety in Children

10.2. ADHD.
- 10.2.1. Introduction to ADHD Treatment
- 10.2.2. Intervention in ADHD in Children

10.3. Personality Disorders
- 10.3.1. Introduction to Personality Disorders Treatment
- 10.3.2. Intervention in Personality Disorders in Children and Adolescents

10.4. Bipolar Disorder
- 10.4.1. Introduction to Bipolar Disorder and its Treatment
- 10.4.2. Intervention in Bipolar Disorder in Childhood and Adolescence

10.5. Eating Disorders
- 10.5.1. Introduction to Eating Disorders Treatment in Children and Adolescents
- 10.5.2. Intervention of Eating Disorders in Minors

10.6. Sleep Disorders
- 10.6.1. Introduction to Sleep Disorders Treatment inChildren and Adolescents
- 10.6.2. Sleep Disorders Intervention

10.7. Disruptive Behavioral Disorders
- 10.7.1. Introduction and Relevance of Disruptive Behavioral Disorder Treatment in Minors
- 10.7.2. Intervention of Behaviour Disorders in Childhood and Adolescence

10.8. Excretory Disorders
- 10.8.1. General Aspects for Excretory System Disorders and their Treatment
- 10.8.2. Intervention of Excretory System Disorders in Minors

10.9. Dissociative Disorders and Psychosomatic Disorders
- 10.9.1. Relevance of Dissociative Disorders and Psychosomatic Disorders in Children and Adolescents
- 10.9.2. Intervention and Treatment of Dissociative and Psychosomatic Disorders in Children

10.10. Stress Disorders
- 10.10.1. General Overview of Stress-Related Disorders
- 10.10.2. Intervention of Stress Disorders in the Child and Adolescent Population

An online program that will allow you to learn about the latest advances in the treatment of children with ADHD"

05

Methodology

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

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

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. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the 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:

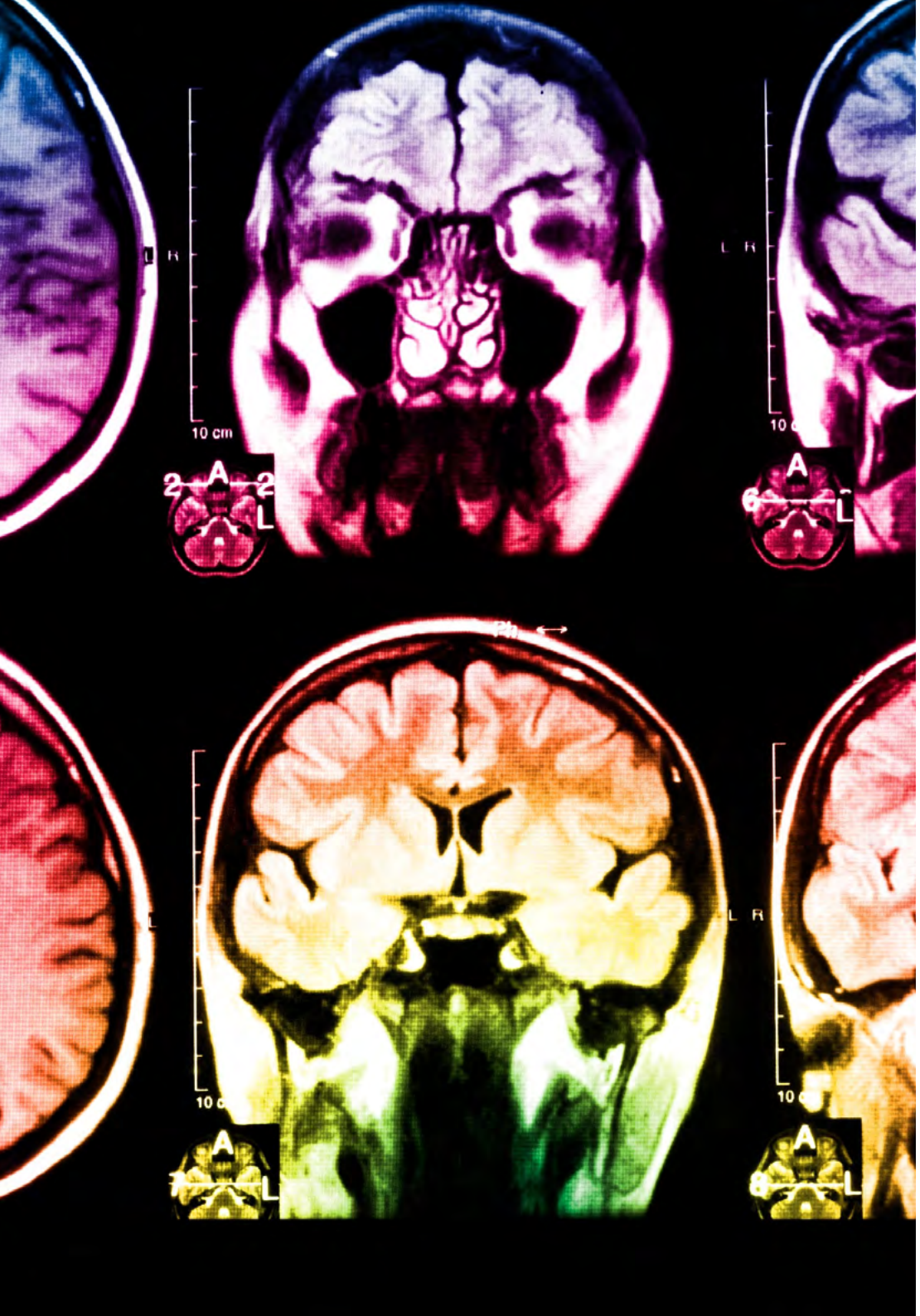
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate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

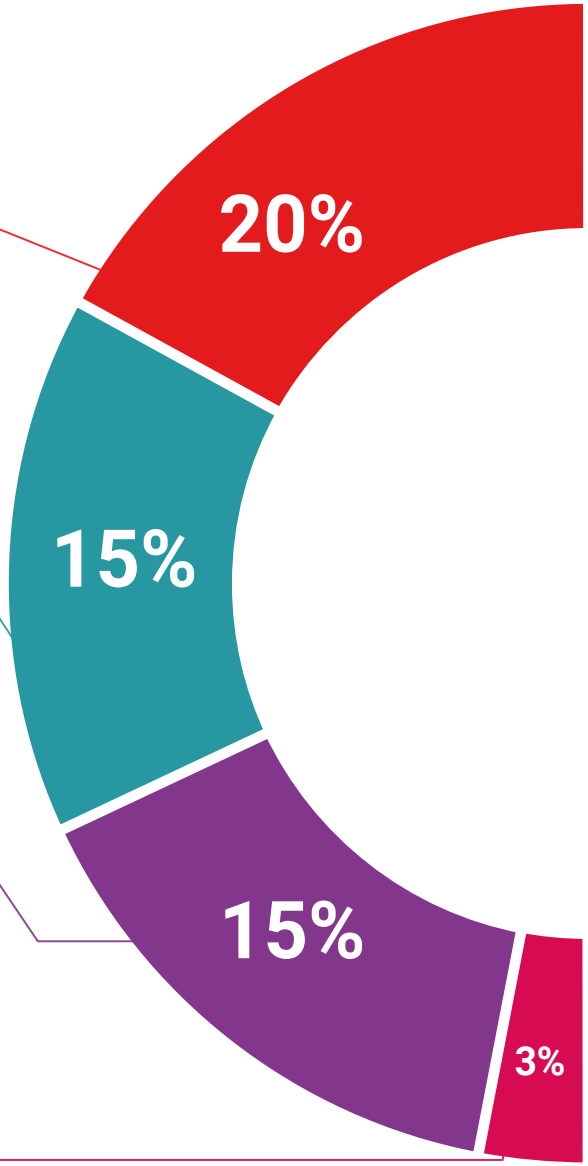
Interactive Summaries

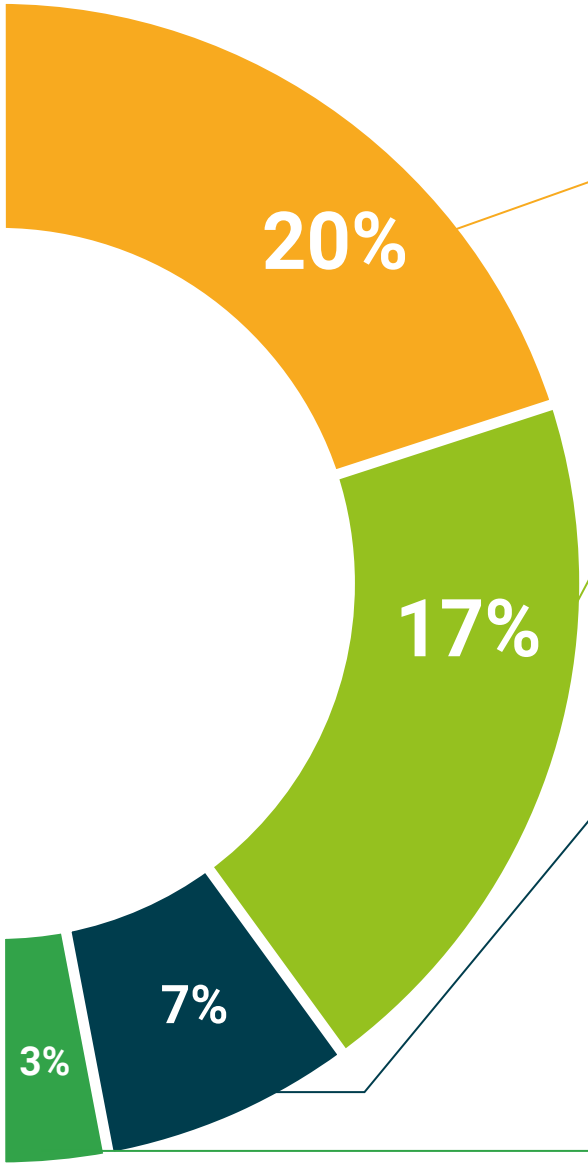
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

06

Certificate

The Professional Master's Degree in Clinical Child and Adolescent Psychology guarantees students, in addition to the most rigorous and updated education, access to a Professional Master's Degree issued by TECH Global University.

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

This private qualification will allow you to obtain a **Professional Master's Degree diploma in Clinical Child and Adolescent Psychology** 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: **Professional Master's Degree in Clinical Child and Adolescent Psychology**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Clinical Child and Adolescent Psychology

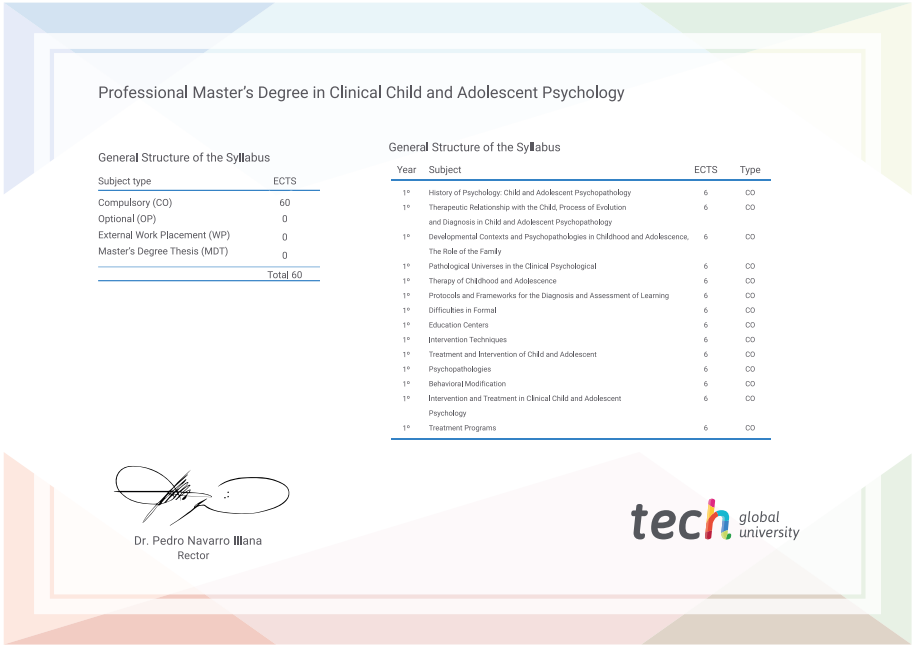
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Clinical Child and Adolescent Psychology

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	History of Psychology: Child and Adolescent Psychopathology	6	CO
1º	Therapeutic Relationship with the Child, Process of Evolution and Diagnosis in Child and Adolescent Psychopathology	6	CO
1º	Developmental Contexts and Psychopathologies in Childhood and Adolescence, The Role of the Family	6	CO
1º	Pathological Universes in the Clinical Psychological	6	CO
1º	Therapy of Childhood and Adolescence	6	CO
1º	Protocols and Frameworks for the Diagnosis and Assessment of Learning	6	CO
1º	Difficulties in Formal	6	CO
1º	Education Centers	6	CO
1º	Intervention Techniques	6	CO
1º	Treatment and Intervention of Child and Adolescent	6	CO
1º	Psychopathologies	6	CO
1º	Behavioral Modification	6	CO
1º	Intervention and Treatment in Clinical Child and Adolescent Psychology	6	CO
1º	Treatment Programs	6	CO

Dr. Pedro Navarro Illana
Rector

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*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.

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Professional Master's Degree

Clinical Child and Adolescent Psychology

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree
Clinical Child and Adolescent Psychology

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