

# Postgraduate Certificate

## Attention Deficit Hyperactivity Disorder for Psychologists





## Postgraduate Certificate Attention Deficit Hyperactivity Disorder for Psychologists

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/psychology/postgraduate-certificate/attention-deficit-hyperactivity-disorder-psychologists](http://www.techtute.com/us/psychology/postgraduate-certificate/attention-deficit-hyperactivity-disorder-psychologists)

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# 01

# Introduction

In recent times, advances in research on ADHD have generated multiple theories and intervention methods. Psychologists who wish to competently practice in this area must be familiar with them to create comprehensive and tailored approaches for each case. This program has been created to meticulously compile the latest advances and developments in this area to allow students to join this professional activity with confidence and excellence. With this program, students will get the knowledge that will make their work become the impulse and support that this student body needs.





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*A Postgraduate Certificate that will enable psychologists to become the support students with ADHD need to advance in their academic and personal development in the classroom with the most interesting teaching tools”*

This comprehensive update arises in response to the increasing demand for training in special needs settings at schools. Organizations that work with disabled people, especially schools with special needs children, are subject to international regulations that now promote a new model of teaching. This approach represents a giant step forward from the obsolete segregationist system that has dominated until now, and it is designed to provide support that will have more realistic and effective chances to succeed in school integration.

To achieve these objectives, this Postgraduate Certificate will lead you through the knowledge that therapeutic pedagogy demands. The program will cover everything from communication with the family or legal guardians, which is at the center of any intervention, to the planning and development of the intervention processes themselves.

All these processes must adjust to the reality and possibilities of the needs of each student, in a totally individualized way. That is why TECH offers this intensive and comprehensive study on study on how to adapt education using the most innovative tools and material resources, which will result in a process that really boosts student learning by identifying their optimal ways of facing each area of study.

Psychology and the approaches in educational sciences and neurology will serve as the basis for the work capacity that students will inevitably acquire. What is more, they will learn to interpret and use reports and publications in this field as tools for professional growth.

This **Postgraduate Certificate in Attention Deficit Hyperactivity Disorder for Psychologists** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ Clinical cases presented by experts in Attention Deficit and Hyperactivity Disorder
- ◆ 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
- ◆ The latest developments on Attention Deficit and Hyperactivity Disorder
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Clinical and diagnostic imaging and testing iconography
- ◆ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ◆ With special emphasis on evidence-based medicine and research methodologies in Attention Deficit and Hyperactivity Disorder
- ◆ 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



*Manage student difficulties in cases of ADHD with the tools psychologists need to help them in their academic and social development”*

“

*Learn how to motivate, understand and encourage your students with Attention Deficit Hyperactivity Disorder in a complete Postgraduate Certificate created to propel you to another professional level”*

Its teaching staff includes expert professionals who bring the experience of their work to this program, as well as recognized specialists belonging to prestigious reference societies and 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 an immersive program designed to learn in real situations.

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

*Work as a specialist in this area and offer your school quality practice in helping students with ADHD develop.*

*Learn in a simple, intensive and flexible way with the quality of the highest rated teaching models in the online teaching scene.*



02

# Objectives

The objectives of this program contemplate the educational needs of psychologists in this field. They have been established in a realistic manner, with the specific mission of offering students a very intensive training that will efficiently boost their professional advancement. A journey of personal growth that will lead them to the highest quality in their practice as psychologists.







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*If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further. This program will give your career the boost it needs"*



## General Objectives

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- ◆ Know how Special Education has evolved, especially regarding international entities such as UNESCO
- ◆ Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- ◆ Collaborate in supporting families/legal guardians in the development of students
- ◆ Participate in the assessment and diagnosis of special educational needs
- ◆ Elaborate the adaptations required by students with special educational needs
- ◆ Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- ◆ Know the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students





## Specific Objectives

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- ◆ Define and differentiate the concepts associated to Attention Deficit Disorder with and without Hyperactivity
- ◆ Know the different disorders, their characteristics, intervention and needs, among other aspects
- ◆ Distinguish whether a student has ADD or ADHD or neither disorder
- ◆ Understand and appreciate multiprofessional coordination
- ◆ Adapt tools and materials related to learner needs
- ◆ Recognize the different evaluations and prognoses to be established



*Seize the opportunity and take the step to get up to date on the latest developments in Attention Hyperactivity Deficit Disorder”*

03

# Course Management

This program has been created as a road to complete professional development with the objective of providing professionals who successfully complete this learning process with sufficient and adequate competencies to work in the area of Therapeutic Pedagogy.





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*Complement your knowledge in psychology with the solvency of the broadest theoretical and practical knowledge of Therapeutic Pedagogy”*

## Management



### Dr. Fernández, María Luisa Mariana

- ◆ Psychologist
- ◆ Therapeutic Pedagogy Teacher Specialist
- ◆ Educational Counselor in the Community of Madrid
- ◆ Department of Education
- ◆ President and founder of the Professional Association Guidance and Education in the Community of Madrid
- ◆ Member of COPOE and AIOSP

## Professors

### Mr. Serra López, Daniel

- ◆ Master's Degree in Primary Education
- ◆ Therapeutic Pedagogy Specialist
- ◆ Active professional at a Special Education center



04

# Structure and Content

The syllabus has been created to respond specifically to the need to expand, complement and update the knowledge of psychologists in the area of Therapeutic Pedagogy. With a vision focused on applied learning, which allows professionals to successfully intervene and a broad vision and connected to the real professional environment.





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*A complete program created to offer psychologists an effective and fast learning process that is compatible with personal and professional life”*

## Module 1. Neurodevelopmental Disorders: Attention Deficit Disorder / Hyperactivity Disorder

- 1.1. Concept and Definition of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
  - 1.1.1. ADD Definition
  - 1.1.2. Symptoms
  - 1.1.3. Types of Treatment
  - 1.1.4. ADHD Definition
  - 1.1.5. Diagnosing ADHD
  - 1.1.6. When Is the Right Time for Correct Diagnosis?
  - 1.1.7. Diagnostic Criteria for ADHD
  - 1.1.8. Differences between ADD and ADHD
  - 1.1.9. Causes
- 1.2. Criteria to Establish Accurate Diagnosis
  - 1.2.1. Process to Obtain a Correct Diagnosis
  - 1.2.2. Differential Diagnosis
  - 1.2.3. Medical Problems
  - 1.2.4. Learning Disorders
  - 1.2.5. Affective Disorders
  - 1.2.6. Behavioral Disorders
  - 1.2.7. Using Drugs
  - 1.2.8. Unfavorable Environments
  - 1.2.9. Rebound Effect
  - 1.2.10. Issues in the Face of a New Diagnosis
- 1.3. Gradual Emergence of ADD and ADHD in Current Society: What These Disorder Are and What They Are Not
  - 1.3.1. Prevalence in Spain BORRAR
  - 1.3.2. Prevalence in Europe
  - 1.3.3. Prevalence in the Rest of the World
  - 1.3.4. Do These Disorders Really Exist?
  - 1.3.5. What ADD and ADHD Are Not
  - 1.3.6. Are They Inherited?
  - 1.3.7. Can They Be Cured?
  - 1.3.8. False Myths





- 1.4. Comorbidity
  - 1.4.1. What is Comorbidity?
  - 1.4.2. Co-morbid Conditions Coexisting with ADHD
  - 1.4.3. Anxiety Disorders
  - 1.4.4. Neurodevelopment Disorders
  - 1.4.5. Learning Disorders
  - 1.4.6. Mood Disorders
  - 1.4.7. Disruptive Disorders
  - 1.4.8. Addiction Disorders
  - 1.4.9. Sleep Disorders
  - 1.4.10. Organic Disorders
- 1.5. Incidences in Developmental Stages
  - 1.5.1. Executive Control
  - 1.5.2. How Does It Manifest in Academic Performance?
  - 1.5.3. How Does It Manifest in Behavior?
  - 1.5.4. What Type of ADHD Children May We Find in the Classroom?
  - 1.5.5. ADD and ADHD in Boys
  - 1.5.6. ADD and ADHD in Girls
  - 1.5.7. ADD and ADHD in Teenagers
  - 1.5.8. ADD and ADHD in Adults
- 1.6. Educational Intervention According to Developmental Stage
  - 1.6.1. Educational Intervention in Early Childhood (3 to 6 Years of Age)
  - 1.6.2. Educational Intervention in Childhood (6 to 12 Years of Age)
  - 1.6.3. Educational Intervention in Adolescence (12 to 20 Years of Age)
  - 1.6.4. Educational Intervention in Adulthood (20 to 40 Years of Age)
  - 1.6.5. Working on Student Self-Esteem
  - 1.6.6. How to Manage Distractions
  - 1.6.7. Reinforcing Positive Behaviors and Their Importance for Students
  - 1.6.8. Curricular Adaptations
  - 1.6.9. Non-Significant Curricular Measures of Obligatory Compliance

- 1.7. Multidisciplinary Coordination and Intervention
  - 1.7.1. Definition of Multiprofessional Coordination
  - 1.7.2. What Is Psychopedagogic Treatment?
  - 1.7.3. Psychopedagogic Intervention
  - 1.7.4. Psychological Intervention
  - 1.7.5. Pharmacological Intervention
  - 1.7.6. Multimodal Intervention
  - 1.7.7. Neuropsychological Intervention
  - 1.7.8. Alternative Treatment Intervention
- 1.8. ADD and ADHD in the Family
  - 1.8.1. Main Family Fears
  - 1.8.2. Teacher-Parent Communication
  - 1.8.3. Family Emotional Intelligence
  - 1.8.4. First Teacher-Parent Meeting
  - 1.8.5. Decalogue of Family Actions
  - 1.8.6. Living Together
  - 1.8.7. Family Schools
  - 1.8.8. Intervention within the Family Nucleus: Functional Education Models
  - 1.8.9. Inductive Support Model or Inductive Discipline
- 1.9. Study Techniques Adapted Tools and Supplies
  - 1.9.1. Classroom Adaptations and Strategies
  - 1.9.2. Strategies to Improve Reading Skills
  - 1.9.3. Strategies to Improve Writing Skills
  - 1.9.4. Strategies to Improve Calculation Skills
  - 1.9.5. Strategies to Improve Organization Skills
  - 1.9.6. Strategies to Improve Reflection Skills
  - 1.9.7. Strategies to Improve Motivation and Emotional State
  - 1.9.8. Strategies to Improve Behavior
  - 1.9.9. Other Materials



- 1.10. Types of Classroom Assessments
  - 1.10.1. Assessment and Exam Recommendations
  - 1.10.2. General Measures in Assessing ADD and ADHD Students
  - 1.10.3. Supervision Measures in Assessment
  - 1.10.4. Assessment Procedures
  - 1.10.5. Learning Assessment
  - 1.10.6. Assessment Guidelines
  - 1.10.7. Assessment Alternatives
  - 1.10.8. Teach Students How to Prepare for Exams

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*A unique, crucial and decisive learning experience to boost your professional development”*

05

# Methodology

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

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



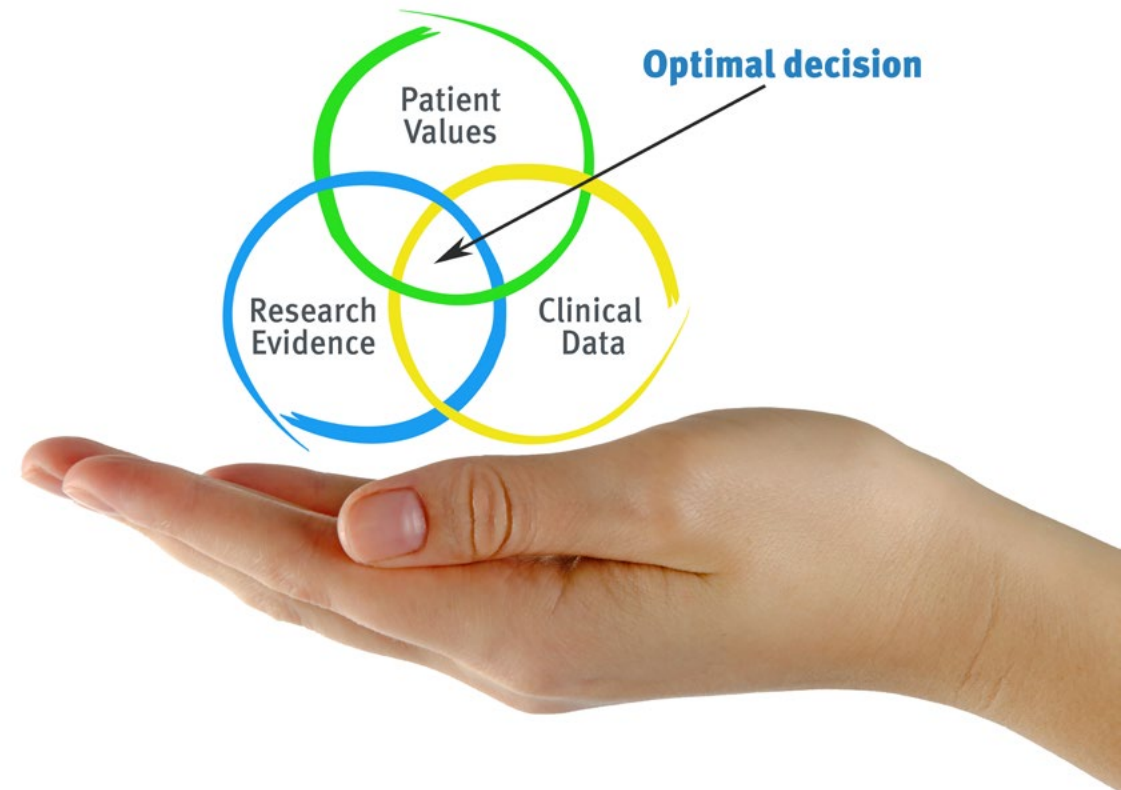
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

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

*With TECH 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.



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

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

1. 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.

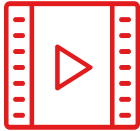
*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

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

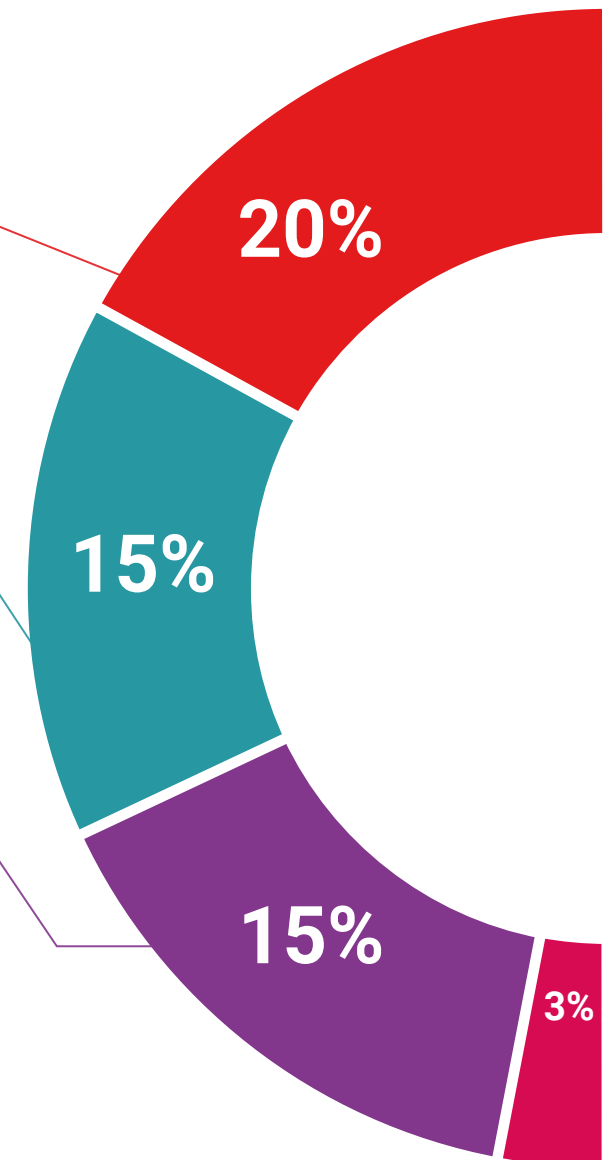
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

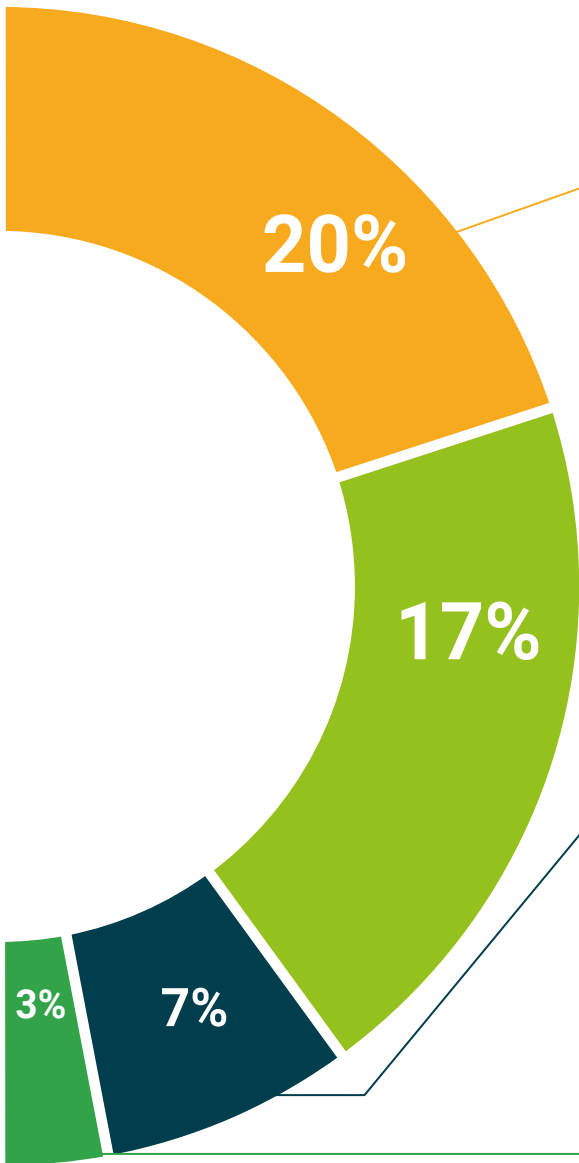
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### 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 Postgraduate Certificate in Attention Deficit Hyperactivity Disorder for Psychologists guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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

This private qualification will allow you to obtain a **Postgraduate Certificate in Attention Deficit Hyperactivity Disorder for Psychologists** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Attention Deficit Hyperactivity Disorder for Psychologists**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**







**Postgraduate Certificate**  
Attention Deficit Hyperactivity  
Disorder for Psychologists

- » Modality: **online**
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- » Accreditation: **6 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

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## Attention Deficit Hyperactivity Disorder for Psychologists

