

Postgraduate Certificate

Cognitive-Behavioral Intervention in Psychostimulant Addiction



Postgraduate Certificate Cognitive-Behavioral Intervention in Psychostimulant Addiction

- » Modality: online
- » Duration: 8 weeks
- » Certificate: TECH Global University
- » Credits: 15 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-certificate/cognitive-behavioral-intervenrion-psychostimulant-addiction

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01

Introduction

This program is unique for the multitude of techniques and tools given to the psychologist so that they can specialize in addiction intervention. Aimed at psychologists who wish to specialize in the field of addictions, or who want to update their knowledge in this regard, it offers the latest advances in the field of psychological treatment of addictions and prevention, so that they can intervene competently in this type of problem. The program covers most of the addictions that a psychologist will encounter in their daily practice and will help them to situate and orientate themselves in the intervention in a realistic and committed way, to know the role they must play in the intervention together with other professionals and to know how to apply the most appropriate techniques for each moment of the intervention process.





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This is the case of pathological gambling and addiction to new technologies, which are causing serious psychological and social health problems in both adults and young people. For these cases, psychology has also developed treatments that seek the reduction and elimination of such habits and behaviors, which we will cover in the last unit of this program”

In the 2016 World Drug Report, the United Nations Office on Drugs and Crime (UNODOC) states that 1 in 20 adults used at least one drug in 2014, that's 250 million people aged 15-64, a figure equivalent to the combined population of Germany, France, Italy and the United Kingdom. In the same report, it's mentioned that more than 29 million people who consume drugs suffer from disorders related to them. It also states that 12 million of these are intravenous drug users, and 14% of these are living with HIV, generating a devastating impact on their health. However, only 1 in every 6 people receive treatment.

We can make an important conclusion from this: the consumption of and/or dependence on psychoactive substances is a serious problem for public health. The consumption and/or dependence on a substance leads to serious problems in the three areas in which health is understood from the biopsychosocial model: problems in the sphere of physical, psychological and social health, not only during the moment of consumption but also in the future health of the individual. Within this framework, the disciplines and professionals concerned with the health of the population, including psychology professionals, are developing treatments and care protocols aimed at intervening effectively in addictive disorders. The scale of this problem requires professionals to be trained in the management of this particular field of intervention.

In recent decades, those addictions where there is no substance that produces dependence, but rather a habit or behavior have also been added to list of addictions which require treatment. This is the case of pathological gambling and addiction to new technologies, which are causing serious psychological and social health problems in both adults and young people. For these cases, psychology has also developed treatments that seek the reduction and elimination of such habits and behaviors, which we will cover in the last unit of this program.

This **Postgraduate Certificate in Cognitive-Behavioral Intervention in Psychostimulant Addiction** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Clinical 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
- ♦ Diagnostic and therapeutic developments in Cognitive-Behavioral Intervention in Psychostimulant Addiction
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ With special emphasis on evidence-based psychology and research methodologies in psychology
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Availability of content from any fixed or portable device with internet connection

“Expand your knowledge through the *Postgraduate Certificate in Cognitive-Behavioral Intervention in Psychostimulant Addiction*, in a practical way and adapted to your needs”

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This Postgraduate Certificate is the best investment you can make when choosing a refresher program, for two reasons: in addition to updating your knowledge in Cognitive-Behavioral Intervention in Psychostimulant Addiction, you will obtain a qualification from TECH Global University"

It includes in its teaching staff health professionals belonging to the field of Cognitive-Behavioral Intervention in Psychostimulant Addiction, who pour into this program the experience of their work, in addition to recognized specialists belonging to scientific societies of reference.

Thanks to its multimedia content developed with the latest educational technology, it will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise throughout the program. For this, the student will be assisted by Cognitive-Behavioral Intervention in Psychostimulant Addiction and extensive teaching experience.

Make the most of the opportunity to update your knowledge in Cognitive-Behavioral Intervention in Psychostimulant Addiction using classical methods to improve your patient care.

The Postgraduate Certificate includes real clinical cases and exercises to bring the program closer to the clinical practice of psychologists.



02

Objectives

The program's primary objective is focused on theoretical and practical learning, so that the psychologist is able to master Cognitive-Behavioral Intervention in Psychostimulant Addiction in both a practical and rigorous manner.



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This up-to-date program will provide you with a sense of confidence in the practice of psychology, which will help you grow both personally and professionally”

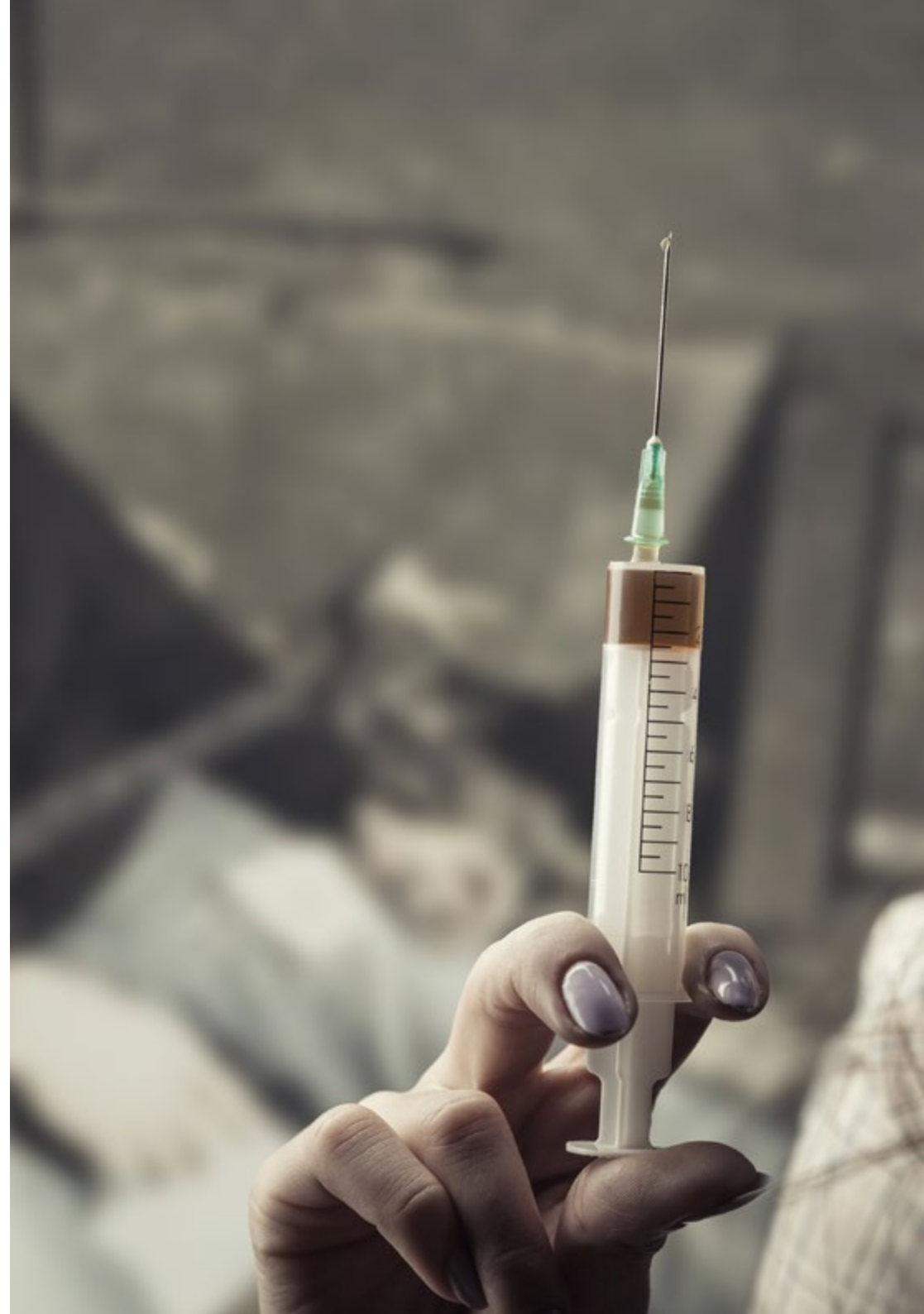


General Objectives

- ♦ Analyze the current state of the world of addictions and drugs
- ♦ Discover the neurological bases of different addictions
- ♦ Define the basic concepts commonly used by the scientific community in the field of addictions and identify the different aspects for the psychologist to take into account in the evaluation and intervention of these cases
- ♦ Offer a base of knowledge and procedures which provides the student with the necessary confidence and solid foundations to address real cases
- ♦ Reflect and practice different situations of intervention in cases of addictions
- ♦ Describe in detail the basic protocol followed by the cognitive behavioral approach in the treatment of addictions, its techniques, as well as therapeutic procedures from other approaches that may be complementary to the above approach
- ♦ Transmit the importance of multidisciplinary intervention as the key to the effectiveness of treatment in the case of addictions



Take the opportunity and take the step to get up to date on the latest developments in Cognitive-Behavioral Intervention in Psychostimulant Addiction"





Specific Objectives

- ♦ Provide information about the current state of the drugs market as well as the plans to fight against drugs and addictions
- ♦ Adequately gauge the phenomenon of addictions and show the impact of addictions on the population
- ♦ Understand the effects of substances on the brain and the interrelation of the main neurological centers involved in addictions
- ♦ Outline the different types of assessments to be carried out in the case of addictions as well as to provide the necessary knowledge for the correct interpretation of tests that are not the responsibility of the psychologist
- ♦ Highlight the techniques and tools of psychological assessment that the student will use in their daily practice, as well as the areas of assessment, in order to carry out a correct differential diagnosis as , well as the detection of dual pathology
- ♦ Identify the real situation of the addict and their motivation for change in order to assign the most appropriate therapeutic goals to their case
- ♦ Identify the changes made by an addict through their treatment with the aim of adapting the process to be able to create new therapeutic goals
- ♦ Describe the techniques and procedures proposed by the cognitive-behavioral orientation for the treatment of addictions, as well as the most appropriate for each type of addiction.
- ♦ Propose therapeutic procedures and techniques from other areas which could help to improve the efficiency of the treatment, to prevent relapses and maintain the results
- ♦ Define the role of the psychologist in the assessment and intervention of addictions
- ♦ Analyze the attitudes and actions which favor efficient multidisciplinary intervention

03

Course Management

This program includes in its teaching staff health professionals of recognized prestige, who belong to the field of Cognitive-Behavioral Intervention in Psychostimulant Addiction, and who pour into this program the experience of their work.

In addition, renowned specialists, members of prestigious national and international scientific communities, are involved in designing and preparing the program.



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Learn from leading professionals the latest advances in Cognitive-Behavioral Intervention in Psychostimulant Addiction"

International Guest Director

Doctor David Belin, a renowned specialist in Behavioral Neuroscience, has left a significant mark in international research. In fact, already during his PhD, he revolutionized the field by developing the first preclinical model of Cocaine Addiction, based on human clinical criteria.

This prestigious scientist has dedicated a large part of his professional career to the field of scientific innovation, combining advanced techniques, from Experimental Psychology to precise brain manipulations and molecular studies. All this with the aim of unraveling the neural substrates of Impulsive/Compulsive Disorders, such as Drug Addiction and Obsessive-Compulsive Disorder.

Likewise, his career took a transcendental turn when he joined the laboratory of Professor Barry Everitt at the University of Cambridge. His pioneering research on the Corticostriatal Mechanisms of Cocaine Seeking, as well as the relationships between impulsivity and compulsive self-administration of the drug, broadened the global understanding of individual vulnerability to addiction.

Dr. Belin also obtained tenure at the Institut National de la Santé et de la Recherche Médicale (INSERM) in France. There, he established a research team in Poitiers, which focused on the Neural and Cellular Mechanisms of Vulnerability to Compulsive Disorders. Although he has never stopped his research on the Neural and Psychological Mechanisms of Compulsive Disorders, he has never stopped his research on the Neural and Psychological Mechanisms of Compulsive Disorders.

With more than 75 publications, he has been awarded the Mémain-Pelletier Prize of the French Académie des Sciences and the Young Investigator Award of the European Behavioural Pharmacology Society. He was one of the first members of the FENS-Kavli Network of Excellence, an international network of young scientists supporting neuroscience research.



Dr. Belin, David

- Researcher at the University of Cambridge
- Researcher at the Institut National de la Santé et de la Recherche Médicale (INSERM)
- Mémain-Pelletier Award of the Académie des Sciences
- Young Investigator Award of the European Behavioural Pharmacology Society
- PhD in Behavioral Neuroscience from the University of Bordeaux 2
- Graduate in Neuroscience and Neuropharmacology, University of Bordeaux
- Member of:
 - Homerton College
 - FENS-Kavli Network of Excellence

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

Management



Mr. Gandarias Blanco, Gorka

- Psychologist specialized in psychotherapy recognized by the EFPA (European Federation of Psychologists' Associations).
- 10 years of experience in residential facilities, intervening with adolescents with behavioral problems and disorders and consumption and addiction problems
- Guidance counselor in a secondary school with a high number of students with learning difficulties
- Master's Degree in Time-Limited and Health Psychotherapy
- International Master's Degree in Clinical and Health Psychology and Diploma in Therapy Management

Coordinator



Dr. Aguado Romo, Roberto

- President of the European Institute of Time-Limited Psychotherapy
- Psychologist specializing in Clinical Psychology
- European specialist in Psychotherapy from the EFPA
- Director of the Evaluation and Psychotherapy Center of Talavera, Bilbao and Madrid
- Director of the scientific journal "Psinapsis"
- Master's Degree in Clinical and Health Psychology by the Spanish Society of Psychosomatic Medicine and Health Psychology.
- Tutor of the Basic Psychology course at the UNED

Professors

Mr. Fernández, Ángel

- ♦ Director of the Evaluation and Psychotherapy Center of Madrid
- ♦ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP
- ♦ Health Psychologist
- ♦ European specialist psychologist in Psychotherapy from the EFPA
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Author of the T.E.N. technique
- ♦ Head of studies on the Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Specialist in Clinical Hypnosis and Relaxation

Dr. Martínez-Lorca, Manuela

- ♦ Health Psychologist
- ♦ Lecturer in the Department of Psychology at the UCLM
- ♦ Doctorate in Psychology from the University of Castilla-La Mancha
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Master in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies

Ms. Roldan, Lucía

- ♦ Health Psychologist
- ♦ Cognitive-behavioral intervention specialist
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in energy therapy intervention

Ms. González Agüero, Mónica

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology at Hospital Quirón Salud Marbella and Avatar Psicólogos
- ♦ Collaborator in different Red Cross programs
- ♦ Lecturer in the Master's Degree in Time-Limited Psychotherapy and Health Psychology at the European Institute of Psychotherapies
- ♦ Trainer of Avatar Psicólogos in different programs of emotional management for educational centers and companies. Trainer at Human Resources Consulting Services (HRCS)
- ♦ University Specialist in Clinical Hypnosis with Selective Dissociation Focusing by the University of Almeria.
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy

04

Structure and Content

The structure of the contents has been designed by a team of professionals knowledgeable about the implications of the specialization in the daily psychological practice in Cognitive-Behavioral Intervention in Psychostimulant Addiction, aware of the relevance of the program to be able to treat the patient with mental pathology and committed to quality teaching through new educational technologies.





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This Postgraduate Certificate in Cognitive-Behavioral Intervention in Psychostimulant Addiction, contains the most complete and up-to-date program on the market”

Module 1. Assessment, Prevention and Psychological Treatment of Addictions

- 1.1. Evaluation of the Physical Field and General State of Health
- 1.2. Evaluation Through Laboratory Tests
- 1.3. Evaluation of Neuropsychological Aspects
- 1.4. Evaluation of Personality and Its Disorders
- 1.5. Evaluation of Mental State and Its Disorders
- 1.6. Evaluation of the Severity of Addiction to Substances
- 1.7. Evaluation of the Severity of Addiction Not Related to Substances
- 1.8. Evaluation of Psychosocial Aspects
- 1.9. Prevention of Addictions
- 1.10. Principles to Follow in the Treatment of Addictions
- 1.11. Therapeutic Objectives in the Treatment of Addictions and Motivation Towards Change
- 1.12. Transtheoretical Model
- 1.13. Cognitive-Behavioural Treatment: Commonly Used Techniques
- 1.14. Treatment Oriented Towards the Family
- 1.15. Group Therapy
- 1.16. Other Focuses of Treatment
- 1.17. Care Resources and Devices and Addiction Treatment

Module 2. Cognitive-Behavioral Treatment of Psychostimulant Addiction: Cocaine, Amphetamines and Synthetic Drugs

- 2.1. Classification of Psychostimulant Substances
- 2.2. Ways of Consuming Psychostimulants
- 2.3. Impact and Effect of Psychostimulants on Health
- 2.4. Neurobiology of Addiction to Psychostimulants
- 2.5. Disorders Related to Psychostimulants



- 2.6. Psychological Evaluation in Psychostimulants Addiction
- 2.7. Medical Treatment
- 2.8. Psychological Treatment: Cognitive-Behavioural Treatment
- 2.9. Other Therapeutic Interventions and Types of Intervention Programs
- 2.10. Psychological Intervention in Adolescents
- 2.11. Approach to Other Pathologies Present in Addiction to Psychostimulants
- 2.12. Prevention of Relapses and Maintaining Results

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

05

Methodology

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

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



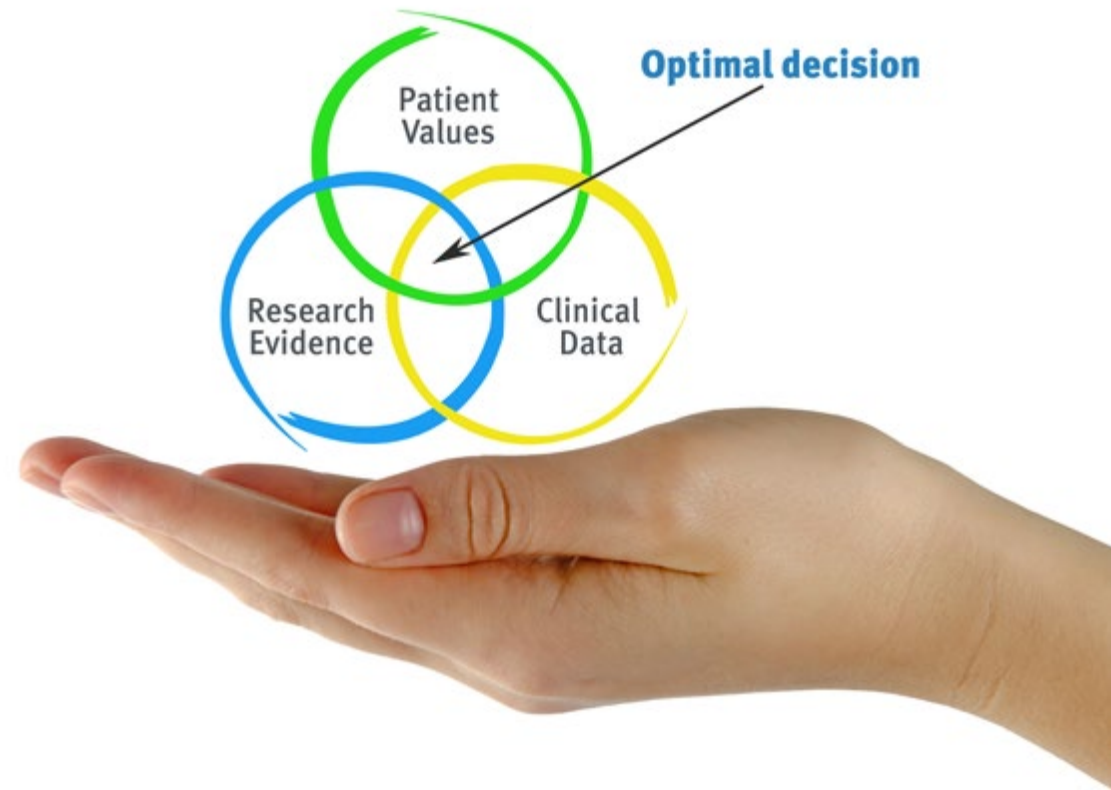
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

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

With TECH 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

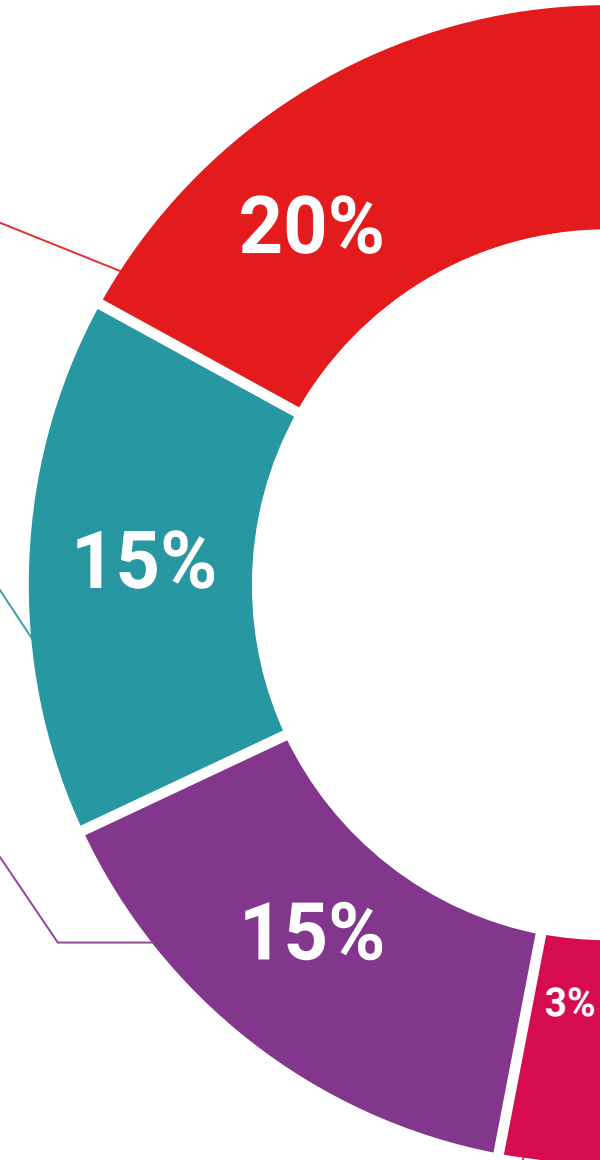
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

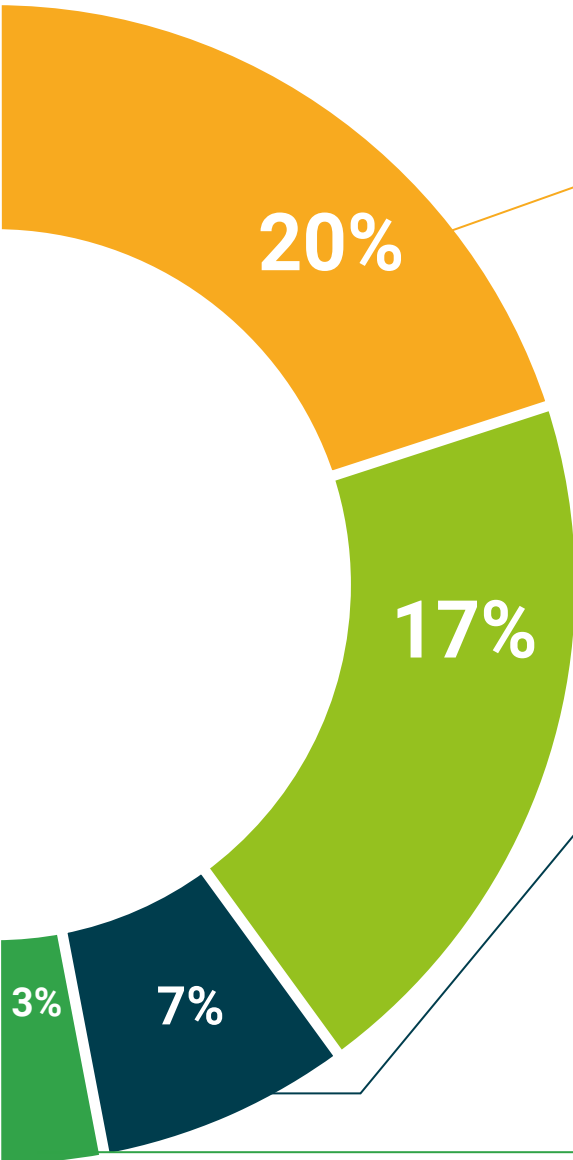
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Cognitive-Behavioral Intervention in Psychostimulant Addiction 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 program will allow you to obtain your **Postgraduate Certificate in Cognitive-Behavioral Intervention in Psychostimulant Addiction** 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: **Postgraduate Certificate in Cognitive-Behavioral Intervention in Psychostimulant Addiction**

Modality: **online**

Duration: **8 weeks**

Accreditation: **15 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Certificate
Cognitive-Behavioral
Intervention in
Psychostimulant Addiction

- » Modality: online
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Postgraduate Certificate

Cognitive-Behavioral Intervention in Psychostimulant Addiction

