

Postgraduate Certificate Psychodiagnosis of the Family System



Postgraduate Certificate

Psychodiagnosis of the Family System

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 10 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-certificate/psychodiagnosis-family-system

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 20

06

Certificate

p. 28

01

Introduction

Intervening in psychodiagnosis in the context of Family Therapy offers the psychology professional a broad and interesting work path, which requires intensive and constant updating. This program, created specifically to achieve this, is an exceptional opportunity to include in your training the approach to stress and other problems, from the development of family therapy.



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Learn to work through the Psychodiagnosis of the Family System by means of a complete Postgraduate Certificate that will allow you to attend your patients with a broader and more efficient view"

From the knowledge of family dynamics, the psychologist can develop an approach to stress disorders, based on the work method of family therapy.

This Postgraduate Certificate is unique in that it addresses those aspects that have received the most attention in research on the subject. To this end, we develop some questions regarding the relationship between external stress factors, family interaction and psychological problems in children and adolescents.

The hypothesis of researchers on the subject, has been that the negative impact that certain external factors may have on the development of emotional and behavioral problems in children and adolescents is directly shaped by family structure and dynamics. In many cases, stress factors can modify the family environment to such an extent that they become dysfunctional.

This **Postgraduate Certificate in Psychodiagnosis of the Family System** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Practical case studies presented by experts
- ♦ 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.
- ♦ News on this topic
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ 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



*Advance in your profession
by learning and growing with
training created to be intensive
but manageable"*

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We offer you the best teaching methodology in the market and a complete theoretical and practical material that will help you to carry out an immersive study of this subject”

Acquire the necessary skills to work in family therapy with this exceptional training.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.

Its teaching staff includes expert professionals 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 an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, by means of which the teacher must try to solve the different professional practice situations that are presented to them. For this purpose, specialist will be assisted by an innovative interactive video system created by renowned and experienced experts



02

Objectives

The aim of this program is to offer the professionals who take it a complete and efficiently structured learning process that will allow them to reach new levels of efficiency in their medical practice. Through quality teaching, focused on practice, they will be able to learn how to carry out the procedures and implement the necessary tools to develop them in the context of stress intervention from family therapy.





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Quickly and efficiently acquire the theoretical and practical knowledge you need to work in this field”



General Objectives

- ♦ Master the current knowledge of psychic and social disorders in the family
- ♦ Learn how to achieve a therapist-patient bond in the field of family therapy
- ♦ Identify the agents who live with the child and adolescent, to discover their impact on family psychopathology
- ♦ Develop understanding of the dynamics between the parents and the consequences on the family
- ♦ Describe, in relation to protocols, the intervention programs, taking into account the characteristics and aspects of the systemic relationship in the family
- ♦ Identify the evolution of the different disorders listed in the DSM-5 or ICD-10
- ♦ Master the fields of medical-psychologist interaction in family intervention
- ♦ Provide the professional with all the up-to-date references on the diagnosis, intervention and therapeutic process of the family
- ♦ Describe with decision protocols the individualized study of family members, to perform a rigorous psychopathological study
- ♦ Use decision trees to make a permanent differential diagnosis
- ♦ Organize all the information within a multidisciplinary framing model in the study of the biopsychosocial framework of the family in this century





Specific Objectives

- ♦ Master knowledge of the family clinic, as well as to provide the necessary skills to work in a systemic way
- ♦ Identify and make decisions about patients taking into account the social and emotional fabric in which they find themselves
- ♦ Address the family, school and social environment
- ♦ Identify definitions from anthropological, sociological and psychological perspectives of the family
- ♦ Demonstrate the influence of family and social dynamics on human development
- ♦ Distinguish family groups from a modern conception of family



Quickly and efficiently acquire the theoretical and practical knowledge you need to work in this field"

03

Course Management

The teaching staff is made up of psychology professionals who are experts in family therapy, with a long track record in working with this type of intervention. They will teach you how to intervene therapeutically with patients suffering from stress, acquiring the necessary resources to take direct advantage of the possibilities of family therapy.



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A teaching staff of professional experts in family therapy will be in charge of accompanying you in your learning process, in a direct and accessible way"

International Guest Director

Dr. David H. Rosmarin is a renowned clinical psychologist and founder of the Center for Anxiety, where he has led a team of more than 80 physicians who treat more than 1,000 patients annually. His specialization encompasses intensive and outpatient treatment of anxiety disorder, as well as depression in all ages. In addition, his approach combines scientific evidence with spirituality, seeking to transform the pathology into a strength that contributes to personal growth.

He has also held prominent positions as Associate Director of Psychology in the Department of Psychiatry at Harvard Medical School and as Director of the Spirituality and Mental Health Program at McLean Hospital. These positions have allowed him to develop advanced skills in clinical treatment and mental health integration. Likewise, his ability to lead teams and train new professionals has been fundamental to the advancement of psychological practice.

Internationally, he has been recognized for his innovative contributions in the treatment of Anxiety and Depression. In this sense, he has received multiple awards for his clinical and academic work, standing out as a pioneer in mental health. Also, his approach, which has promoted the acceptance of human emotions as a way to overcome the stigmas associated with these disorders, has earned him invitations to prestigious conferences and events around the world.

In addition to his clinical practice, he has authored numerous peer-reviewed articles and publications. His research has focused on the relationship between spirituality and mental health, exploring how these elements can be integrated into the treatment of emotional disorders. Additionally, his commitment to professional development has been reflected in the APPIC-approved Anxiety Center Psychology program.



Dr. Rosmarin, David H.

- ♦ Director of the Mental Health Program at McLean Hospital, Massachusetts, United States
- ♦ Associate Director of Psychology in the Department of Psychiatry at Harvard Medical School
- ♦ Director of the Spirituality and Mental Health Program at McLean Hospital
- ♦ Assistant, Department of Psychiatry, Harvard University
- ♦ Postdoctoral Fellowship in Clinical Psychology at Harvard University
- ♦ Ph.D. in Clinical Psychology from Bowling Green State University
- ♦ Master's Degree in Counseling Psychology from the University of Toronto

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

Management



Aguado Romo, Roberto

- ◆ President of the European Institute of Time-Limited Psychotherapy
- ◆ Psychologist in private practice
- ◆ Researcher in Time Limited Psychotherapy
- ◆ Guidance team coordinator for many schools
- ◆ Author of several books on Psychology
- ◆ Communicator and expert in Psychology in the media
- ◆ University courses and postgraduate studies teacher
- ◆ President of the European Institute of Time-Limited Psychotherapies
- ◆ Master's Degree in Clinical and Health Psychology
- ◆ Specialist in Clinical Psychology
- ◆ Selective Dissociation Targeting Specialist

Professors

Dr. Martínez Lorca, Manuela

- ◆ Health Psychologist
- ◆ Professor in the Department of Psychology at the University of Castilla La Mancha CLM
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies (I.E.P.T.L.)
- ◆ Specialist in Clinical Hypnosis and Relaxation
- ◆ Degree in Psychology
- ◆ Doctor of Medicine

Ms. González Agüero, Mónica

- ◆ Psychologist in charge of the Department of Child and Adolescent Psychology in the Quirón Hospital of Marbella
- ◆ Psychologist at Avatar Psychologists
- ◆ Psychologist and teacher at the European Institute of Time-Limited Psychotherapies (IEPTL)
- ◆ Degree in Psychology, UNED

Dr. De Dios González, Antonio

- ♦ Director of Avatar Psychologists
- ♦ Director of the Psychology Department of Quirónsalud Hospital in Marbella
- ♦ Director of the Clinical and Health Area of Iridia Hispania
- ♦ Trainer at the Spanish Red Cross
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ EFT Specialist by the World Center for EFT
- ♦ Transpersonal Therapist by the Spanish School of Transpersonal Development
- ♦ Degree in Psychology from the Complutense University Madrid
- ♦ Master in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- ♦ Master's Degree in Neuro-Linguistic Programming (NLP) by *Richard Bandlers Society of Neuro-Linguistic Programming*

Ms. Roldán, Lucía

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

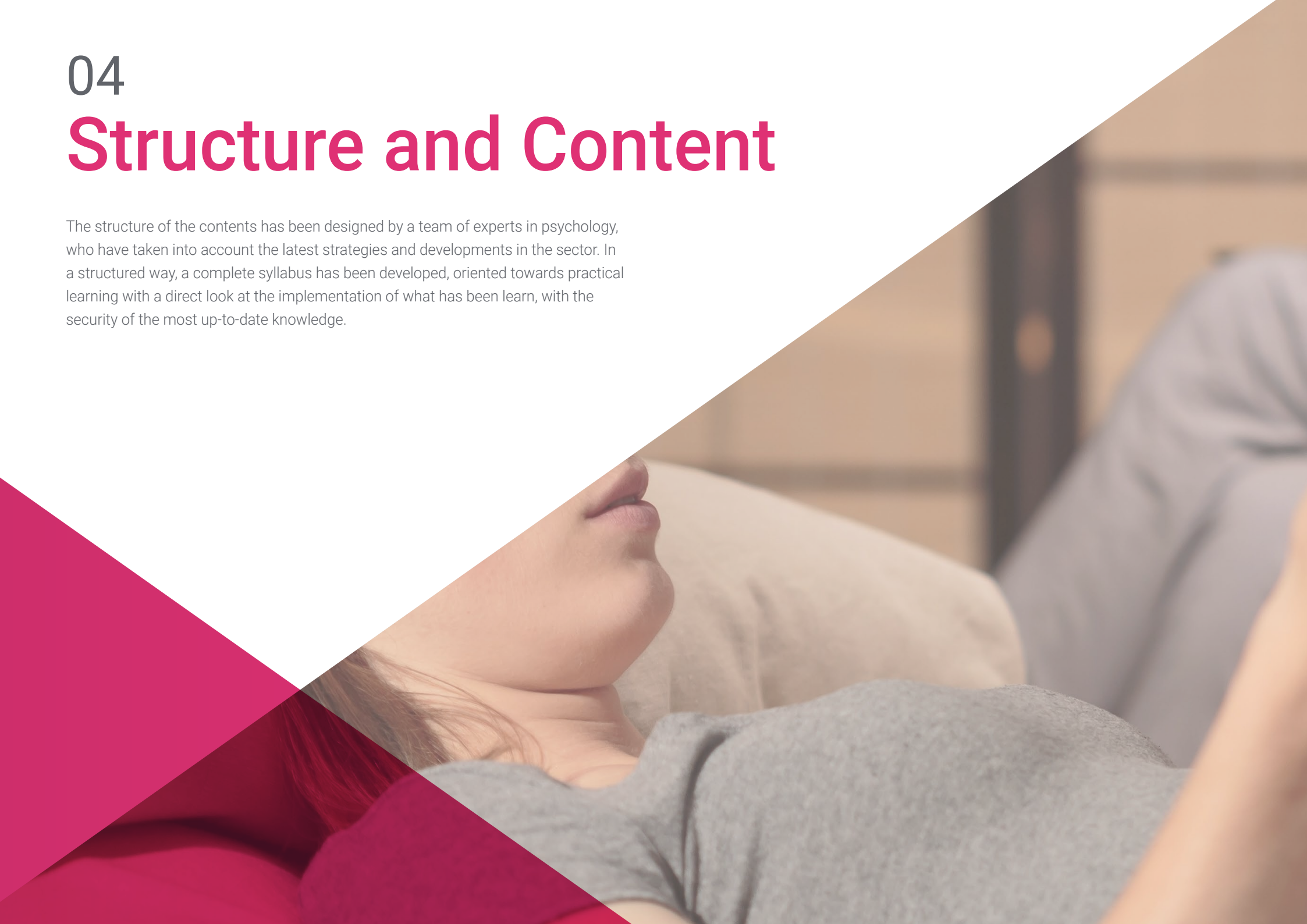
Dr. Gandarias Blanco, Gorka

- ♦ Psychologist specialized in Psychotherapy and Gestalt Therapy. Director of the URASKA Clinical Center
- ♦ Director of the URASKA Clinical Center. Founder of the Psychology and Psychotherapy Consultancy
- ♦ Head of the Guidance and Educational Innovation Department of the San José School in Nanclares de la Oca
- ♦ Psychologist specialized in psychotherapy recognized by the EFPA (European Federation of Psychologists' Associations)
- ♦ Degree in Psychology. Deusto University
- ♦ Master's Degree in Time-Limited and Health Psychotherapy
- ♦ International Master's Degree in Clinical and Health Psychology
- ♦ Diploma in Gestalt Therapy
- ♦ Cooperative Learning Specialist, Coach Level in the Conscious Emotional Bonding Model (VEC)

04

Structure and Content

The structure of the contents has been designed by a team of experts in psychology, who have taken into account the latest strategies and developments in the sector. In a structured way, a complete syllabus has been developed, oriented towards practical learning with a direct look at the implementation of what has been learn, with the security of the most up-to-date knowledge.



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*A comprehensive but specific syllabus
that will lead you to your learning goals
in an interesting and effective way”*

Module 1. Psychodiagnosis and Assessment of the Family System

- 1.1. Anthropological, Historical, Sociological and Psychological Perspective of the Family
- 1.2. Diagnosis as a Catalyst for the Therapeutic Bond
- 1.3. Assessor Skills
 - 1.3.1. Be Useful in the Process
 - 1.3.2. Understand What is Happening
 - 1.3.3. Be Open and Understanding
 - 1.3.4. Become a Figure of Authority
- 1.4. Psychodiagnosis and Assessment of the Family System
 - 1.4.1. Language
 - 1.4.2. Pathological and Healthy Bonds
 - 1.4.3. Use of Others
 - 1.4.4. Rejection and Abandonment
 - 1.4.5. Stress, Distress and Eustress
 - 1.4.6. Conflicts and Tensions
 - 1.4.7. Family Psychopathology
- 1.5. Place in the Fraternity and Social Desirability
 - 1.5.1. Family Composition
 - 1.5.2. The Right to Have Siblings
 - 1.5.3. Twins
 - 1.5.4. The Sick Sibling
 - 1.5.5. Grandparents, Uncles and Aunties
 - 1.5.6. Other Components
- 1.6. Psychodiagnostics Objectives
 - 1.6.1. Evaluator and Evaluatee Link
 - 1.6.2. Discover What Truly Exists
 - 1.6.3. Clarify the Facts
 - 1.6.4. Explain the Scientific Facts of the State of the Subject
 - 1.6.5. Understand the Relationship Between the Individual in the Study and the Situation They Have Experienced
- 1.7. Millon's Clinical Multiaxial Inventory (MCMII-III)
 - 1.7.1. Modifying Scales: Desirability and Index of Alteration
 - 1.7.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive





- 1.7.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid
- 1.7.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, Stress, P-Trauma,
- 1.7.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 1.8. CATELL's 16 PF-5
 - 1.8.1. Agreeableness, Reasonableness, Stability, Dominance, Encouragement, Attention to Standards, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to Change, Self-sufficiency, Perfectionism and Tension. Incorporate a Social Desirability (SD), an Infrequency (IN) and an "Acquiescence" AQ Scale to Control Response Bias
- 1.9. Child and Adolescent Assessment System BASC
 - 1.9.1. Internalized problems: Depression, Anxiety, Social Anxiety, Somatic Complaints, Obsessive-Compulsion and Post-Traumatic Symptomatology
 - 1.9.2. Externalized Problems: Hyperactivity and Impulsivity, Attention Problems, Aggressiveness, Defiant Behavior, Anger Control Problems, Antisocial Behavior
 - 1.9.3. Specific Problems: Antisocial Behavior, Eating Behavior Problems, Schizotypy, Substance Abuse
- 1.10. Questionnaire for the Evaluation of Adopters, Caregivers, Guardians and CUIDA
- 1.11. Personality Assessment Inventory PAI
 - 1.11.1. Validity Scales (Inconsistency, Infrequency, Negative Impression, Positive Impression)
 - 1.11.2. Clinical Scales (Somatic Complaints, Anxiety, Anxiety-Related Disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline Traits, Antisocial Traits, Alcohol Problems, Drug Problems)
 - 1.11.3. Scales of Consideration for Treatment (Aggression, Suicidal Thoughts, Stress, Lack of Social Support, and Refusal of Treatment)
 - 1.11.4. Two Scales of Interpersonal Relationships (Dominance and Agreeableness)
 - 1.11.5. 30 Subscales Providing More Detailed Information
- 1.12. Study of the Story's Credibility
 - 1.12.1. CBCA System (Criteria-Based Content Analysis)
 - 1.12.2. The *Statement Validity (SVA) Udo Undeutsch*
 - 1.12.3. SVA = Interview + CBCA + Validity Checklist

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.



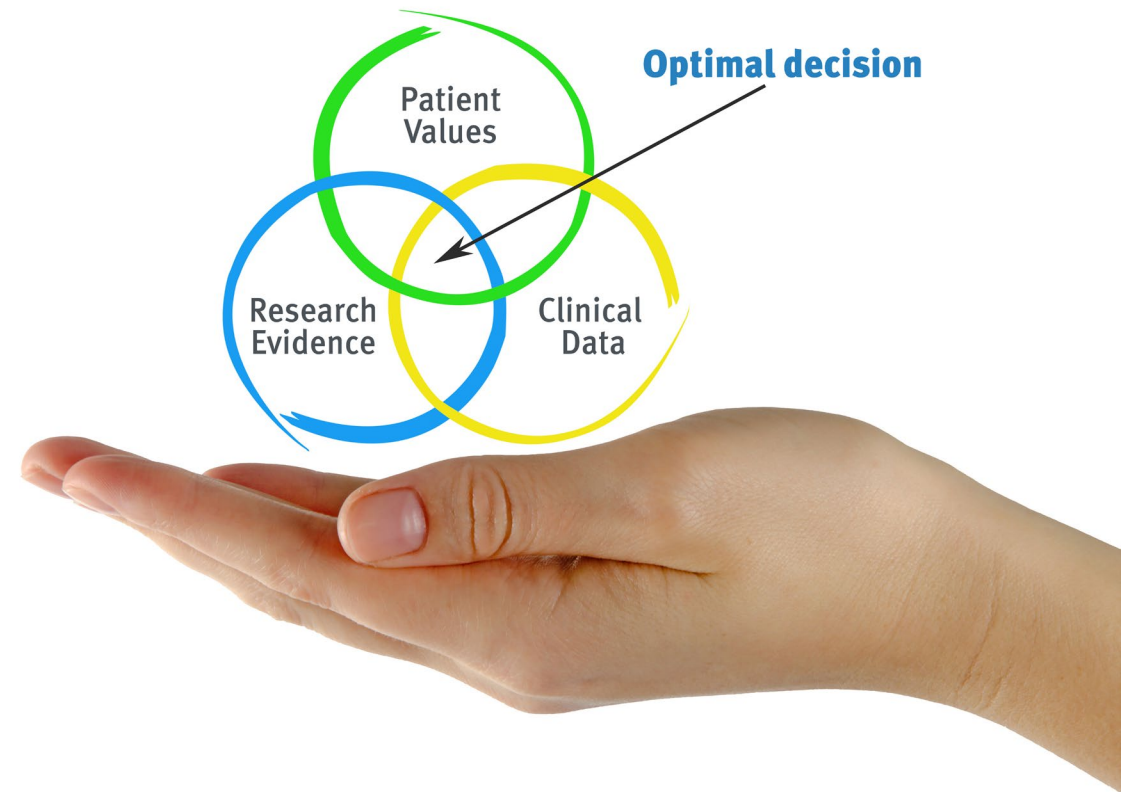
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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

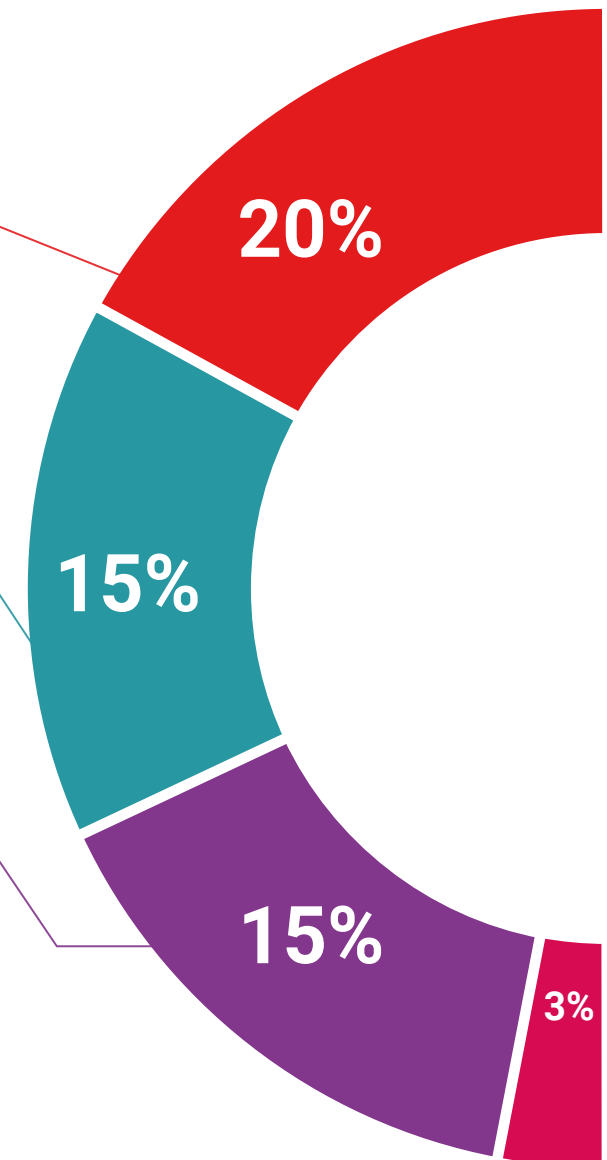
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Psychodiagnosis of the Family System guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



The image features two graduation caps (mortarboards) against a blue sky with light clouds. One cap is in the foreground, tilted upwards, and another is behind it. The background is split into a white diagonal section and a magenta section. The quote is positioned in the white section.

“

*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 Psychodiagnosis of the Family System** 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 Psychodiagnosis of the Family System**

Modality: **online**

Duration: **6 weeks**

Accreditation: **10 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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

tech global
university

Postgraduate Certificate

Psychodiagnosis of
the Family System

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 10 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate

Psychodiagnosis of the Family System

