

Postgraduate Certificate

Treatment of Non-Substance Addictions



Postgraduate Certificate

Treatment of Non-Substance Addictions

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

Website: www.techtitute.com/us/psychology/postgraduate-certificate/treatment-non-substance-addictions

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01

Introduction

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 TECH will cover in the last unit of this program.





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This Postgraduate Certificate is unique for the multitude of techniques and tools that we give to the psychologist so that they can specialize in the intervention of addictions”

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, or 250 million people aged 15-64, equivalent to the combined population of Germany, France, Italy and the United Kingdom. The same report mentions that more than 29 million people who use drugs suffer from drug-related disorders and that 12 million are injecting drug users.

According to the Spanish Ministry of Health, Social Services and Equality, cannabis and cocaine use has increased by 50% in recent years in the population between 15 and 54 years of age. The Spanish Observatory on Drugs and Drug Addictions in its 2016 report states that the most consumed substance is alcohol, estimating that 1,600,000 people aged 15 to 64 years present a risky alcohol consumption (5% of the population). On a daily basis, 31% of the population consumes tobacco, 7% consume hypnotosedatives, 2% cannabis, and 1% cocaine in the last month.

Therefore, the consumption and/or dependence on psychoactive substances constitutes a serious public health problem, in the three areas 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.

In addition, the graduate will be given access to an exceptional Masterclass, integrated with the innovative multimedia resources available in TECH's extensive library, specifically designed for this program. This additional lesson, elaborated by an internationally recognized specialist in Behavioral Neuroscience, will enable psychologists to acquire the knowledge and skills in Non-Substance Addiction Treatment, all always guaranteed by the quality of the best digital university in the world.

This **Postgraduate Certificate in Intervention in Non-Substance Addictions** 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
- ♦ The latest diagnostic and therapeutic information on how to approach Treatment of Non-Substance Addictions
- ♦ 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
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



TECH offers you a unique and complementary Masterclass, thanks to the collaboration of an internationally renowned specialist in Behavioral Neuroscience"

“

This Postgraduate Certificate is the best investment you can make in selecting a refresher program for two reasons: in addition to updating your knowledge in Non-Substance Addiction Treatment, you will obtain a qualification from TECH Global University”

It includes in its teaching staff health professionals belonging to the field of Treatment of Non-Substance Addictions, 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 prepare 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 reason, you will be assisted by an innovative, interactive video system created by renowned experts in the field of Treatment of Non-Substance Addictions with extensive teaching experience.

Make the most of the opportunity to update your knowledge in Treatment of Non-Substance Addictions using classical methods to improve your patient care.

The course includes real clinical cases and exercises to bring the development of the course closer to the psychologist's clinical practice.



02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the psychologist is able to master Psychological Intervention in Non-Substance Addictions in a practical and rigorous manner.





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This updating 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

- ♦ Reflect and practice different situations of intervention in cases of addictions
- ♦ Establish the differentiating criteria between the prevention and treatment of addictions, as well as the levels of prevention which already exist
- ♦ Provide the student with the keys to the evaluation framework in the case of addictions
- ♦ Show the criteria for the choice of therapeutic goals when facing an addiction intervention
- ♦ 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





Specific Objectives

- Classify the different substances and addictions, and identify the signs and effects of addiction
 - Guide the student to incorporate practices that have proven to be effective in addiction cases for a successful approach to addictions
 - Analyze practical cases where you can observe the differences between good and bad praxis
 - Plan and carry out interventions in addiction cases where you can apply what you have learnt
 - Identify the necessary criteria to carry out a preventative intervention as well as the most appropriate type of intervention in each case
 - Recognize the signs which indicate prescription of an addiction treatment
 - 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 instruments 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



Make the most of the opportunity and take the step to get up to date on the latest developments in Treatment of Non-Substance Addictions”

03

Course Management

This program includes in its teaching staff health professionals of recognized prestige, who belong to the field of Treatment of Non-Substance Addictions, 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 developing the program.



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*Learn from leading professionals
the latest advances in Treatment
of Non-Substance Addictions"*

International Guest Director

David Belin, Ph.D., a renowned specialist in **Behavioral Neuroscience**, has left a significant impact on 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 Professor **Barry Everitt's** laboratory 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**, expanded the global understanding of individual vulnerability to **addiction**.

Similarly, Dr. Belin 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 these disorders.

With more than 75 publications, he has been awarded the **Mémain-Pelletier prize** of the **Académie des Sciences de France** 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

- ♦ Neuroscientist specialized in Human Behavior at the University of Cambridge, United Kingdom
- ♦ 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 from the European Behavioural Pharmacology Society
- ♦ Ph.D. in Behavioral Neuroscience from the University of Bordeaux II
- ♦ 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 White, 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).

Coordinator



Dr. 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 educational centers
- ♦ Author of several books on Psychology
- ♦ Communicator and expert in Psychology in the media.
- ♦ University courses and studies teacher.
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Specialist in Clinical Psychology
- ♦ Selective Dissociation Targeting Specialist

Professors

Dr. Martínez Lorca, Alberto

- ♦ Area Specialist in Nuclear Medicine at the University Hospital La Paz
- ♦ Physician in the Nuclear Medicine Department at the Ramón y Cajal University Hospital
- ♦ Specialist in Nuclear Medicine at the Rey Juan Carlos University Hospital
- ♦ Doctor of Medicine
- ♦ Research Expert in the Area of Cancer and Hormone Receptors
- ♦ Medical Education Manager
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Coaching in Emotionally Conscious Bonding
- ♦ Director of Neurological Studies at CEP. Madrid
- ♦ Specialist in Neurology of Dreams and their Disorders
- ♦ Disseminator for the children's population at the Teddy Bear Hospital

Dr. Fernandez, Angel

- ♦ Director of the Evaluation and Psychotherapy Center of Madrid
- ♦ European specialist psychologist in Psychotherapy from the EFPA
- ♦ Health Psychologist
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP
- ♦ Author of the TEN technique
- ♦ Head of studies on the Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Specialist in Clinical Hypnosis and Relaxation

Dr. González Agüero, Mónica

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology at Quirónsalud Marbella Hospital and Avatar Psychologists
- ♦ Psychologist and Teacher at the European Institute of Limited Time Psychotherapies (IEPTL)
- ♦ Degree in Psychology from the National University of Distance Education (UNED)

Dr. Kaiser Ramos, Carlos

- ♦ Specialist in Otorhinolaryngology and Cervical and Facial Pathology
- ♦ Head of the Otolaryngology department at Segovia General Hospital
- ♦ Member of the Royal Academy of Medicine of Salamanca
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in Psychosomatic Medicine

Dr. Martínez Lorca, Manuela

- ♦ Health Psychologist.
- ♦ Teacher in the Department of Psychology at the University of Castilla La Mancha
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Degree in Psychology
- ♦ Doctor of Medicine



Dr. Roldán, Lucía

- ♦ Health Psychologist
- ♦ Cognitive-Behavioral Intervention Specialist
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in Energy Therapy Intervention

Ms. Soria, Carmen

- ♦ Psychologist at Integra Therapy
- ♦ Head of the Psychosocial Unit of the Assessment and Psychotherapy Center (CEP) associated with the European Institute of Time-Limited Psychotherapies
- ♦ Private practice specialized in long-term disorders such as personality, bipolar and psychotic disorders
- ♦ Collaborating professor of the Practicum at the Complutense University of Madrid
- ♦ Professor of the Master's Degree of Psychotherapy of the European Institute of Time-Limited Psychotherapies
- ♦ Specialist in General Health Psychology
- ♦ Master's Degree in Clinical and Health Psychology by CINTECO
- ♦ Master's Degree in Time-Limited Psychotherapy by the European Institute of Time-Limited Psychotherapies
- ♦ EMDR Therapist
- ♦ Specialized training in Personality Disorders and Psychotic Disorders in Adults and Adolescents
- ♦ Training in Dissociative Disorders
- ♦ Training in Couples Therapy
- ♦ Degree in Psychology from the Autonomous University of Madrid

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 of Treatment of Non-Substance Addictions, 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 Treatment of Non-Substance Addictions contains the most complete and up-to-date program on the market”

Module 1. Assessment, Prevention and Psychological Treatment in Addictions

- 1.1. Assessment of the Physical Field and General State of Health
- 1.2. Assessment Through Laboratory Tests
- 1.3. Assessment of Neuropsychological Aspects
- 1.4. Assessment of Personality and Its Disorders
- 1.5. Assessment of Mental State and Its Disorders
- 1.6. Assessment of the Severity of Addiction to Substances
- 1.7. Assessment of the Severity of Addiction Not Related to Substances
- 1.8. Assessment 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. Treatment of Non-Substance Addictions: Pathological Gambling, The Internet, New Technologies, Emotional Dependency

- 2.1. Pathological Gambling and Addiction to New Technology
- 2.2. Classification of Problems Related to Gambling and New Technologies
 - 2.2.1. Pathological Gambling
 - 2.2.2. New Technologies
 - 2.2.3. Emotional Dependency
- 2.3. Impact and Effect of Non-Substance-Related Addictions on Health
- 2.4. Evaluation of Addictions Not Related to Substances
- 2.5. Non-Substance-Related Disorders
 - 2.5.1. Pathological Gambling. (DSM-V)
 - 2.5.2. Internet Gaming Disorder. (DSM-V)
 - 2.5.3. Dependent Personality Disorder. (DSM-V)
 - 2.5.4. Pathological Gambling (CIE 10)
 - 2.5.5. Dependent Personality Disorder (CIE 10)



- 2.6. Psychological Evaluation in Addiction to Gambling, New Technologies and Emotional Dependence
- 2.7. Medical Treatment and Psychological Treatment: Cognitive-Behavioural Treatment
- 2.8. Psychological Treatment: Cognitive-Behavioural Treatment
- 2.9. Treatment With Time-Limited Psychotherapy
 - 2.9.1. Meeting and Marking Phase
 - 2.9.2. Unframing and Displacement Phase
 - 2.9.3. Restoration and Resolution Phase
- 2.10. Psychological Intervention in Adolescents
- 2.11. Approach to Other Pathologies Present in Addiction Not Related to Substances
- 2.12. Relapse Prevention and Maintenance



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



05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

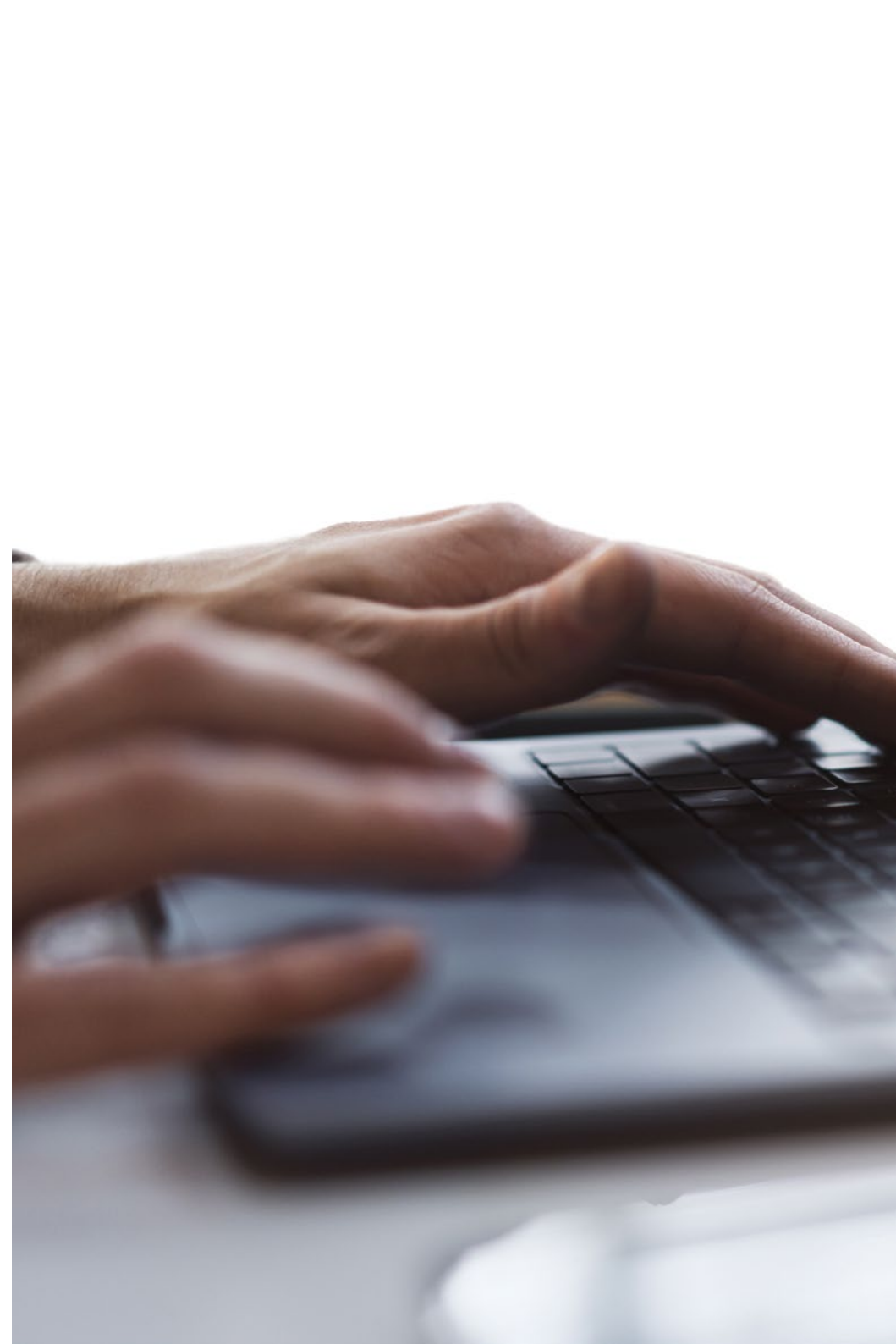
In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

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*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

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TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

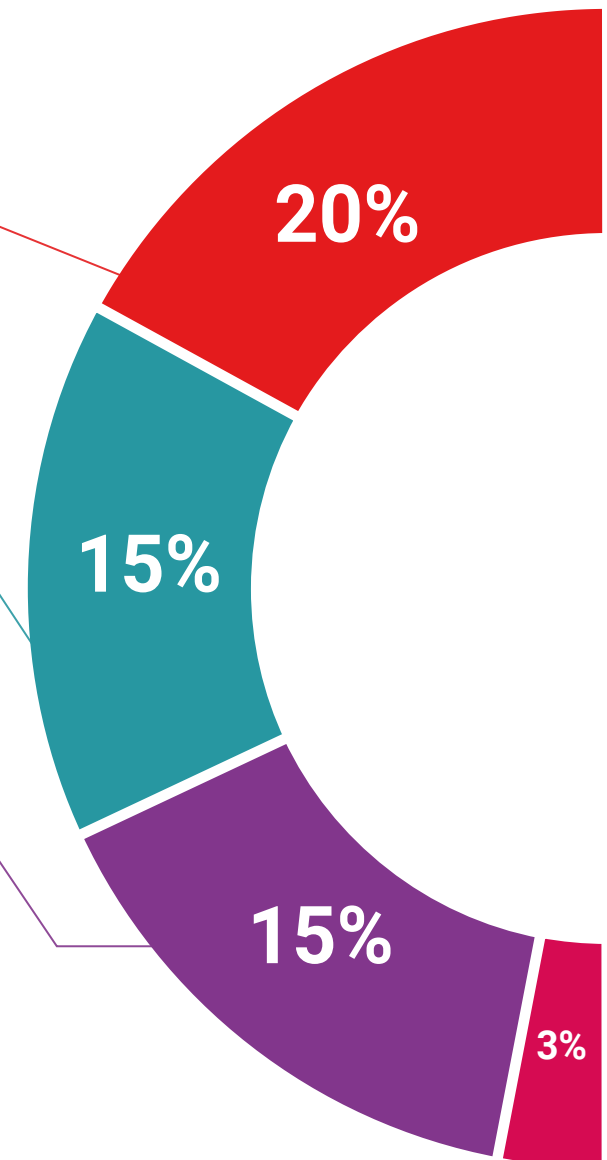
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

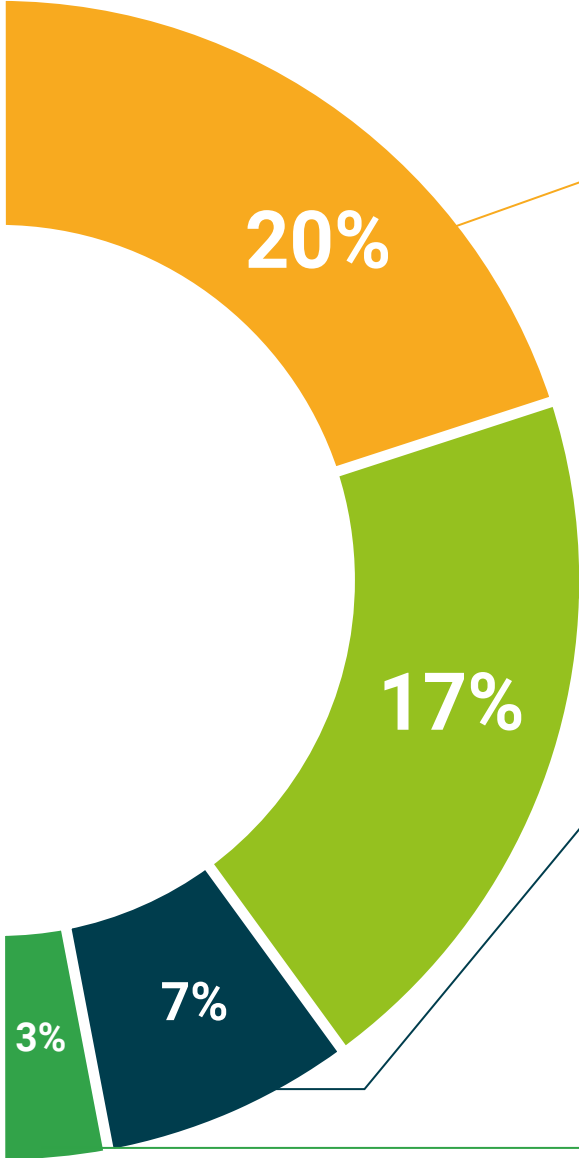
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



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 for 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 Treatment of Non-Substance Addictions 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 Treatment of Non-Substance Addictions** 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 Treatment of Non-Substance Addictions**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 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.



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