

# Postgraduate Diploma

## Assessment and Identification of Psychotic and Personality Disorders



## Postgraduate Diploma

### Assessment and Identification of Psychotic and Personality Disorders

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 25 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-assessment-identification-psychotic-personality-disorders](http://www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-assessment-identification-psychotic-personality-disorders)

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# 01

# Introduction

It is not easy or quick to establish a differential diagnosis of Personality Disorders with specific psychiatric diseases. Detecting this alteration in medical practice is of utmost importance.



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*This Postgraduate Diploma is unique in that it presents a whole arsenal of technology that the psychologist can offer to psychotic disorders and Personality Disorders Always within a multidisciplinary environment, combining psychological and social intervention with pharmacotherapy”*

In most patients the abnormal features become apparent as early as childhood and adolescence, and remain hidden or ignored until adulthood. Personality traits are considered abnormal only to the extent that they are conflicting for the subject or society. Undoubtedly, the most frequent additional diagnosis in subjects with personality disorders is depression (or affective disorders). An important trend in current psychopathological research is the description of Personality Disorders in terms that allow for a reliable differential diagnosis.

A thorough and systematic mental status examination is essential in the assessment of patients presenting a psychotic disorder or personality disorder. On the other hand, bipolar disorder is another syndrome that has a characteristic impact at the family level. Moreover, as it is an episodic disease that often returns after the acute episode to previous levels of normal functioning, the immediate consequence is that the individual between episodes tends to work, marry and have children in spite of his/her disease, because given the absence of symptoms, he/she is in a position to do so.

**This** Postgraduate Diploma in Assessment and Identification of Psychotic and Personality Disorders contains the most complete and updated scientific program on the market. The most important features of the Postgraduate Diploma include:

- ♦ Clinical cases presented by experts in psychology. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ New developments in psychotic and personality disorders.
- ♦ Decision making on clinical situations raised.
- ♦ Special emphasis on test-based medicine and research methodologies in emergencies.
- ♦ All complemented by 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.



*Expand your knowledge through the Postgraduate Diploma in Assessment and Identification of Psychotic Disorders adapted to your needs”*

“

*This course may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Psychotic and Personality Disorders, you will obtain a qualification from TECH Global University"*

Forming part of the teaching staff is a group of professionals in the world of Psychology who bring to this training their work experience, as well as a group of renowned specialists, recognised by esteemed scientific communities.

The multimedia content developed with the latest educational technology will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training program to train in real situations.

This program is designed around Problem Based Learning, whereby the student will must try to solve the different professional practice situations that arise during the Postgraduate Diploma. For this reason, you will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of psychology with extensive teaching experience.

*The Postgraduate Diploma includes real clinical cases and exercises to bring the development of the Postgraduate Diploma 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 from a practical and rigorous way the performance of the Assessment and Identification of Psychotic and Personality Disorders.







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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

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- ♦ Describe the fundamentals of psychodiagnosis of psychotic disorders and personality disorders.
- ♦ Perform differential diagnosis between personality disorders and psychotic disorders.
- ♦ Describe the different subspecialties in the field of psychosis and personality disorders,
- ♦ Manage the current knowledge of drugs used in psychiatry and neurology.
- ♦ Training to achieve the therapist-patient-medication link.
- ♦ Identify the absorption properties of drugs.
- ♦ Develop mastery of the positive and negative symptoms of psychotic disorders.
- ♦ Describe in protocols the intervention programs, taking into account the characteristics and specific aspects of these disorders.



*Seize the opportunity and take the step to get up to date on the latest developments in Psychotic and Personality Disorders"*





## Specific Objectives

- ♦ Manage the clinical practice stage of the patient, as well as to provide the necessary skills to work multidisciplinary.
- ♦ Identify and make decisions about patients taking into account the social and emotional environment in which they find themselves.
- ♦ Master the course within a framework of intervention in psychotic disorders and personality disorders.
- ♦ Performing and adapting intervention protocols psychological within an interdisciplinary framework.
- ♦ Addressing the clinical use of the drug.
- ♦ Manage the therapy time dynamic.
- ♦ Employ knowledge about the side effects of drugs so that they do not disable psychotherapy intervention with psychotic disorders.
- ♦ Management of emotional crises with psychotropic drugs in these diseases.
- ♦ Master the tools of evaluation and intervention using all the intervention indicators.
- ♦ Identify and use the information of social agents and family members.
- ♦ Develop the intervention with the drug according to the mental logic of the different age groups.
- ♦ Describe the effects on the social fabric of the psychotic patient.
- ♦ Master the adverse and permanent effects of these diseases.



03

# Course Management

This program includes highly regarded health professionals in the field of psychology in its teaching staff, who bring the experience of their work to this training.

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 the latest advances in Psychotic and Personality Disorders”*

## International Guest Director

With an extensive background in Psychology, Matthias Schwannauer has been noted for his research on psychological interventions for Bipolar Disorders. This work included the implementation of a randomized controlled trial of Interpersonal Cognitive Therapy and a study on the role of interpersonal and cognitive factors in mood regulation in bipolar disorders and the recovery process.

After graduating in Philosophy and Psychology from the University of Marburg, he worked as a Clinical Psychologist in the NHS Adolescent Mental Health Services in Glasgow. He has also been Head of Clinical and Health Psychology and Director of the Doctoral Program in Clinical Psychology at the University of Edinburgh. In addition, he has worked as a Clinical Psychologist in the Early Psychosis Support Service at CAMHS Lothian. Subsequently, he has held the position of Director of the School of Health and Social Sciences at the University of Edinburgh.

In particular, Matthias Schwannauer has led the Contextual Mental Health Research Group, which focuses on studying the evolutionary trajectories of mental health and well-being across the lifespan. She has also focused on investigating the development of psychological models of emotional distress. One of his main areas of interest is the advancement of specific psychological interventions for the mental health of young people.

Moreover, he is principal investigator of several randomized controlled trials to develop and evaluate psychological interventions for serious mental health problems. In addition, he has published numerous scientific articles. His research interests include the application of attachment theory, reflective function and recovery to major mental health problems in adolescence, particularly psychosis and recurrent mood disorders.



## Dr. Schwannauer, Matthias

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- ♦ Director of the School of Health and Social Sciences, University of Edinburgh, Scotland
- ♦ Consultant Clinical Psychologist in the Early Psychosis Support Service at CAMHS Lothian
- ♦ Clinical Psychologist in the NHS Adolescent Mental Health Services
- ♦ Director of the Doctoral Program in Clinical Psychology at the University of Edinburgh
- ♦ Head of Clinical and Health Psychology at the University of Edinburgh
- ♦ Doctorate in Clinical Psychology from the University of Edinburgh
- ♦ Bachelor of Arts in Philosophy and Psychology from the University of Marburg

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



## Management



### Segovia Garrido, Domingo.

- Degree in Psychology. Murcia University. 1994-1999
- Master's Degree in Occupational Hazard Prevention F.E.C.M.E.S. 2003.
- Master's Degree in Integrated Systems Management. FEDA. 2005
- Master's Degree in Clinical and Health Psychology. ISEP. 2004-05.
- Psychologist at LASSUS Association for help against Depressive Syndrome. 2003-2012.
- Former President of the LASSUS Association for help against Depressive Syndrome. 2006-2010.
- Director-Psychologist of the Tinte23 Psychology Center. Since 2014.
- Psychologist at Asociación Mentes Abiertas of La Roda (Association that works with family members and people with severe mental illness). Since 2015.

## Coordinator



### Aguado Romo, Roberto.

- Psychologist specialized in clinical psychology.
- European specialist psychologist in psychotherapy.
- Managing Director of the evaluation and psychotherapy centers in Madrid, Bilbao, and Talavera de la Reina.
- Author of Time-Limited Psychotherapy
- Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies.

## Professors

### De Dios González, Antonio.

- ♦ Director of Avatar Psychologists.
- ♦ Head of Psychology Department in Quirón Hospital in Marbella.
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.
- ♦ Transpersonal Therapist of the Spanish School of Transpersonal Development.
- ♦ Specialist in E.F.T. by the World Center for EFT.
- ♦ Master's Degree in Neuro-Linguistic Programming (N.L.P.) from Richard Bandler's Society of Neuro-Linguistic Programming.
- ♦ Specialist in Clinical Hypnosis and Relaxation.

### González, Mónica.

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology of the Quirón Hospital and Avatar Psychologists in Marbella.
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.

### Martínez-Lorca, Manuela.

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

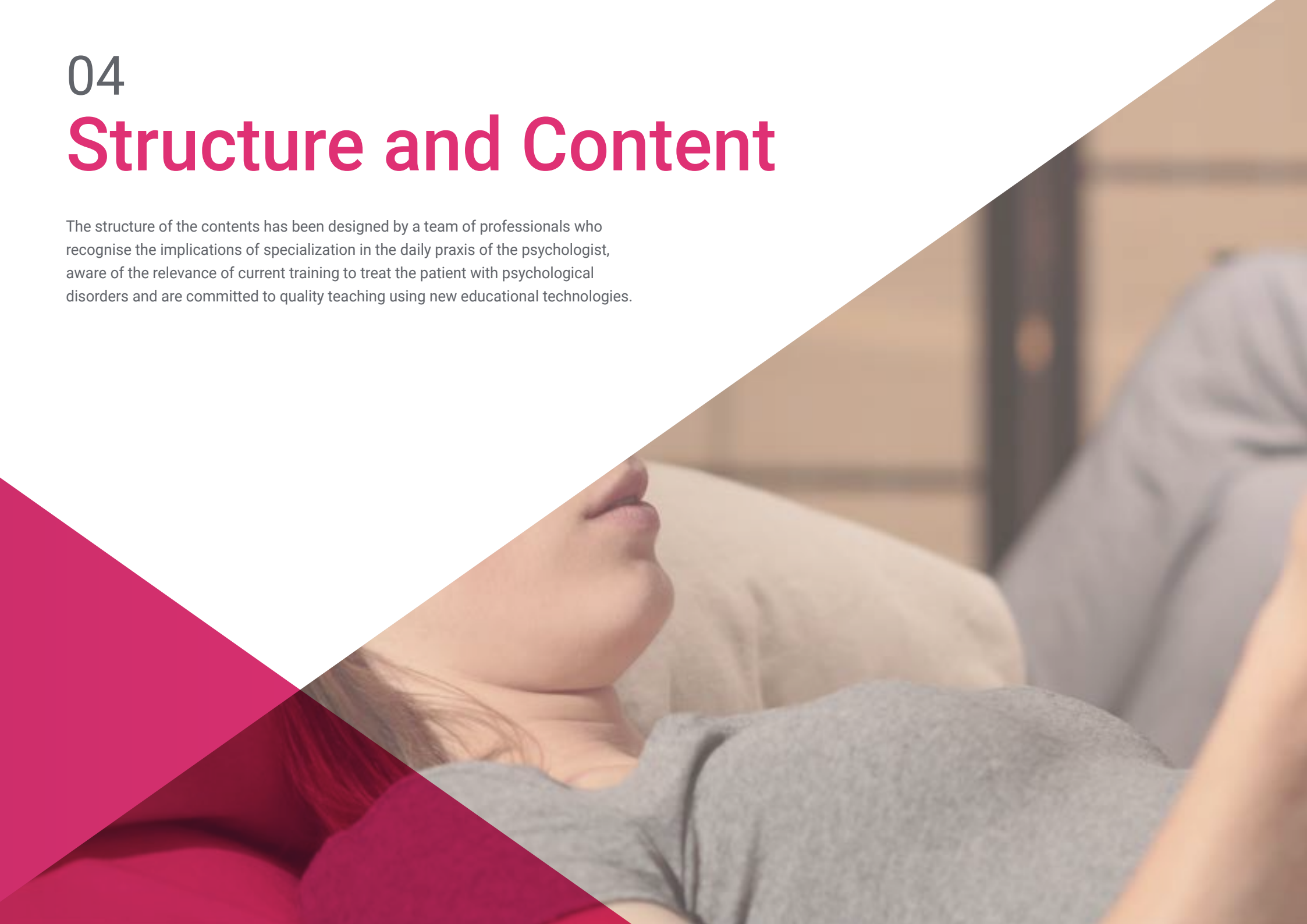
### Roldán, Lucía.

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

04

# Structure and Content

The structure of the contents has been designed by a team of professionals who recognise the implications of specialization in the daily praxis of the psychologist, aware of the relevance of current training to treat the patient with psychological disorders and are committed to quality teaching using new educational technologies.



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*This Postgraduate Diploma in Assessment and Identification of Psychotic and Personality Disorders contains the most complete and updated scientific program on the market”*

## Module 1. Psychosocial Assessment in Psychotic and Personality Disorders

- 1.1. The Basic Elements of Clinical Evaluation.
- 1.2. Physical Evaluation
  - 1.2.1. General Physical Evaluation
  - 1.2.2. Neurological Examination
  - 1.2.3. Neuropsychological Examination
- 1.3. Psychosocial Examination
  - 1.3.1. The Evaluation Interview
  - 1.3.2. Observation
  - 1.3.3. Psychological Tests.
- 1.4. Why Seek Therapeutic Treatment?
- 1.5. The Therapeutic Relationship
  - 1.5.1. Elements of the Therapeutic Bond or Relationship
  - 1.5.2. Personal, Attitudinal, Emotional and Behavioral Characteristics of the Psychotherapist.
  - 1.5.3. Personal, Attitudinal, Emotional and Behavioral Characteristics of the Patient That Will Represent a Difficulty in the Therapeutic Relationship.
  - 1.5.4. Emotional Bonding Using the "U" Technique"
- 1.6. What Therapeutic Strategies Must Be Used in Psychotherapy.
- 1.7. Pharmacological Strategies
  - 1.7.1. Mechanisms of Action of Pharmacokinetics
  - 1.7.2. Mechanisms of Action of Hypothermia.
- 1.8. Antidepressants
  - 1.8.1. Tricyclics.
  - 1.8.2. Selective Serotonin Reuptake Inhibitors (ISRS)
  - 1.8.3. Mixed Serotonin and Norepinephrine Reuptake Inhibitors (imrsna).
  - 1.8.4. Mixed Quaternary Serotonin and Noradrenaline Inhibitors.
- 1.9. Anxiolytics.
  - 1.9.1. Benzodiazepines

- 1.10. Mood Stabilizers.
- 1.11. Antipsychotics
- 1.12. Psychological Strategies
- 1.13. Behavioral Therapy
  - 1.13.1. Exhibition
  - 1.13.2. Aversion
  - 1.13.3. Modeling.
  - 1.13.4. Systematic Use of Reinforcement
  - 1.13.5. Token Economy
- 1.14. Cognitive Therapy.
- 1.15. Rational Emotive Behavior Therapy
- 1.16. Stress Inoculation Therapy
- 1.17. Becks Cognitive Therapy.
- 1.18. Humanistic Therapies.
- 1.19. Patient-Centered Therapy
- 1.20. Existential Therapy
- 1.21. Gestalt Therapy
- 1.22. Psychodynamic Therapies.
  - 1.22.1. Freudian Psychoanalysis
- 1.23. Interpersonal Therapy
- 1.24. Time-Limited Psychotherapy (Eclectic Psychotherapy).

## Module 2. The Clinical Interview with the Psychotic Patient and Personality Disorders

- 2.1. The interview in a Clinical and Expertise Setting
  - 2.1.1. Information Theory
  - 2.1.2. Communication Channels
  - 2.1.3. Communication System

- 2.2. Axioms of the Interview
  - 2.2.1. It is Impossible Not To Communicate
  - 2.2.2. Content and Relationship
  - 2.2.3. Affective Valence
  - 2.2.4. Digital and Analog Communication
  - 2.2.5. Symmetry & Asymmetry
- 2.3. Exploring Communication
  - 2.3.1. Verbal Communication
  - 2.3.2. Non-Verbal Communication
  - 2.3.3. Double Bond
  - 2.3.4. A Gesture is Worth a Thousand Words.
- 2.4. Medical History.
  - 2.4.1. Personal
  - 2.4.2. Family
  - 2.4.3. Generational
- 2.5. Anamnesis
  - 2.5.1. Psychopathological Biography
  - 2.5.2. Biography of Medical Diseases
  - 2.5.3. Biography and Relationships Social Point of View
- 2.6. General Structure of the Mental Examination
  - 2.6.1. Non-Verbal Communication and Emotions.
  - 2.6.2. Communication Around the Table
- 2.7. Semiology
  - 2.7.1. Signs
  - 2.7.2. Symptoms
- 2.8. Epistemology of Diagnosis
  - 2.8.1. Descriptive Syndromic Diagnosis Versus Disease
  - 2.8.2. Nosology Categorical Vs. Dimensional Diagnosis
- 2.9. Polythetic vs. Monothetic Criteria.
- 2.10. Multiple Diagnosis and Comorbidity
- 2.11. Clinical vs. Research Criteria
- 2.12. Expert Interview





### Module 3. Questionnaires and Tests Used in the Diagnosis of Psychosis and Personality Disorders

- 3.1. Projective Techniques in Expert Appraisal
- 3.2. Rorschach Test
  - 3.2.1. Applications.
  - 3.2.2. Presentation of Sheets
  - 3.2.3. Reaction Time
  - 3.2.4. Patient's Time in Front of the Sheet.
  - 3.2.5. Removal of Sheets. The Survey
  - 3.2.6. Rorschach Assessment
- 3.3. Expressive Techniques
- 3.4. Drawing (HTP)
  - 3.4.1. Of the House,
  - 3.4.2. Tree
  - 3.4.3. Person
- 3.5. Free Drawing
- 3.6. Associative Projective Techniques.
- 3.7. Desirable Test
- 3.8. Max Lüscher Color Test.
- 3.9. T.A.T. Thematic Apperception Test
- 3.10. Intelligence Test
- 3.11. Wechsler Intelligence Test
  - 3.11.1. WISC-IV
  - 3.11.2. WAIS-IV
- 3.12. Neuropsychological Maturity Questionnaire CUMANES
- 3.13. Raven's Progressive Matrices.
- 3.14. Goodenough's Test
- 3.15. The Personality Test
- 3.16. Millon's Clinical Multiaxial Inventory (MCMII-III)
  - 3.16.1. Modifying Scales: Desirability and Alteration Index
  - 3.16.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive.
  - 3.16.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid
  - 3.16.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, P-Traum Stress D.
  - 3.16.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 3.17. CATELL's 16 PF-5
  - 3.17.1. Affability, Reasonableness, Stability, Dominance, Encouragement, Attention to Rules, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to Change, Self-Sufficiency, Perfectionism and Tension. Incorporating a Scale Of Social Desirability (MI), one of Infrequency (IN) and another of Acquiescence (AQ) to Control Response Bias.
- 3.18. Child and Adolescent Assessment System SENA.
  - 3.18.1. Internalized Problems: Depression, Anxiety, Social Anxiety, Somatic Complaints, Obsessive-Compulsion and Post-traumatic Symptomatology
  - 3.18.2. Externalized Problems: Hyperactivity and Impulsivity, Attention Problems, Aggressiveness, Defiant Behavior, Anger Management Problems, Antisocial Behavior.
  - 3.18.3. Specific Problems: Developmental Delays, Developmental Problems, Problems With Eating Behavior, Learning Disabilities, Schizotypy,



Substance Use...

- 3.19. Personality Assessment Inventory PAI
  - 3.19.1. Four Validity Scales (Inconsistency, Infrequency, Negative Impression and Positive Impression).
  - 3.19.2. Eleven clinical scales (Somatic Complaints, Anxiety, Disorders Related to Anxiety, Depression, Mania, Paranoia, Schizophrenia, Borderline Traits, Antisocial Traits, Problems with Alcohol, Problems with Drugs)
  - 3.19.3. Five scales of treatment considerations (Aggression, Suicidal Ideation, Stress, Lack of Social Support and Refusal of Treatment)
  - 3.19.4. Two Scales of Interpersonal Relationships (Dominance and Agreeableness).
  - 3.19.5. 30 Subscales with Provide More Detailed Information
- 3.20. Clinical Personality Questionnaire for Adolescents and Adults TAMADUL.
  - 3.20.1. Subjective Well-Being, Psychological Distress, Personal, Social, Occupational, Academic and Family Problems, Self-Adjustment, Anxiety, Depression, Addiction, Anorexia, Somatization, Interpersonal Conflict, Dissociation, Normative Maladjustment, Demotivation, etc.
- 3.21. CEP Personality Questionnaire
  - 3.21.1. Emotional Stability
  - 3.21.2. Extraversion
  - 3.21.3. Paranoid
- 3.22. Children's Personality Questionnaire CPQ
  - 3.22.1. Reserved / Open, Low / High Intelligence, Affected Emotionally / Stable, Calm / Excitable, Submissive / Dominant, Sober / Enthusiastic, Carefree / Conscientious, Cohibited / Enterprising, Hard Sensitivity / Soft, Confident / Dubitative, Simple / Cunning, Serene /

Apprehensive, Less or more integrated and Relaxed / Tense.

- 3.23. Personality Questionnaire (FORMS A AND J) EPQ
  - 3.23.1. Instability
  - 3.23.2. Extraversion
  - 3.23.3. Hardness
  - 3.23.4. Sincerity
- 3.24. Neuropsychology
- 3.25. Psycholinguistics
- 3.26. Aptitudes
- 3.27. Study of the Story's Credibility
  - 3.27.1. CBCA System (Criteria Based Content Analysis)
  - 3.27.2. The Statement Validity Assessment (SVA) is a Tool for Assessing the Validity of the Statement) Udo Undeutsch
  - 3.27.3. SVA = Interview + CBCA + Validity Checklist



*A unique, key, and decisive training experience to boost your professional development"*

05

# Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

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



“

*Discover Re-learning, 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

In a given clinical situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method. Psychologists learn better, faster, and more sustainably over time.

*With TECH, psychologists can experience 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 grasp concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. The learning is solidly focused on practical skills that allow the psychologist to better integrate the 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.



## Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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 represent a real revolution with respect to simply studying and analyzing 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 150,000 psychologists with unprecedented success, in all clinical specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Re-learning 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 to success*

In our program, learning is not a linear process, but rather a spiral (we 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





In this program you will have access to the best educational material, prepared with you 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 really 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.



#### Latest Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and to the forefront of psychology. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

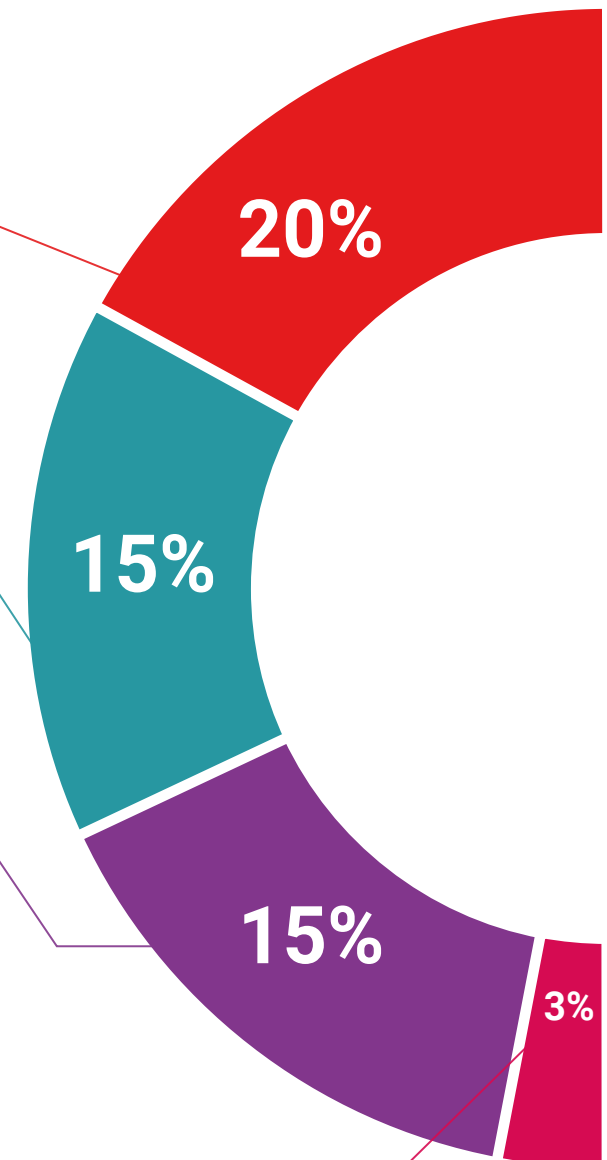
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This unique multimedia content presentation training system 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 training.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through 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 your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your 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 our future difficult decisions.



**Quick Action Guides**

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



06

# Certificate

The Postgraduate Diploma in Assessment and Identification of Psychotic and Personality Disorders guarantees you, in addition to the most rigorous and updated training, access to a qualification 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, slightly out of focus, and another is behind it. The background is split diagonally into a white lower-left section and a magenta upper-right section.

“

*Successfully complete this Postgraduate Diploma and receive your university certificate without travel or laborious paperwork"*

This private qualification will allow you to obtain a **Postgraduate Diploma in Assessment and Identification of Psychotic and Personality Disorders** 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.

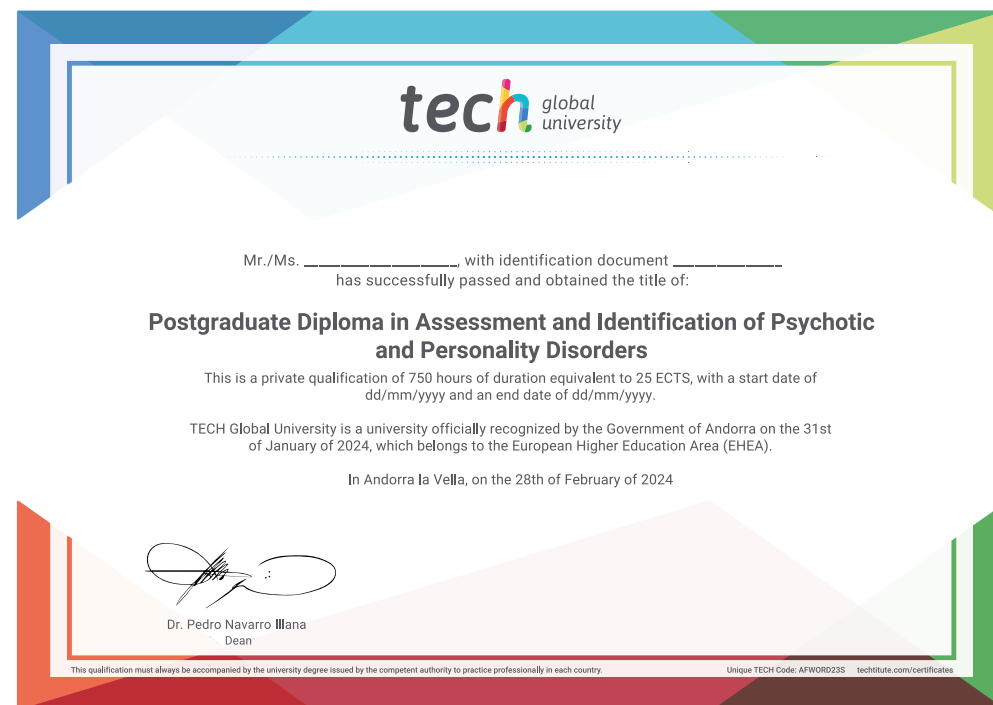
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Assessment and Identification of Psychotic and Personality Disorders**

Modality: **online**

Duration: **6 months**

Accreditation: **25 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 quality  
development language  
classroom



Postgraduate Diploma  
Assessment and  
Identification of  
Psychotic and  
Personality Disorders

- » Modality: online
- » Duration: 6 months
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Assessment and Identification of Psychotic  
and Personality Disorders

