Postgraduate Diploma
Assessment and Psychological Intervention in Disruptive Behavior

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Postgraduate Diploma
Assessment and Psychological Intervention in Disruptive Behavior

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-assessment-psychological-intervention-disruptive-behavior

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01

Introduction

With the increased prevalence of disruptive behaviors in contemporary society, the psychologists need to be constantly updated on this subject, to be able to give an effective and adjusted response to different situations. A field of work full of possibilities to which we will help you to join, with the best training. This Postgraduate Diploma has been created to offer you the widest specialization that you can find, with the most demanding quality criteria of the online teaching market.

A deep and complete immersion in the most innovative and effective strategies and approaches of the moment in the environment of addressing disruptive behaviors"

This Postgraduate Diploma provides extensive knowledge in advanced models and techniques in Addiction Intervention. For this, you will have a teaching faculty that stands out for its extensive professional experience in the different fields in which psychology has developed and in different sectors of the population.

Throughout this program, you will learn the current and newest approaches on this topic. You will learn to apply basic strategies and methods of intervention on young people with addictions, as well as to know the characteristics and fundamental aspects of child and adolescent psychopathology.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to develop your passion for learning, helping you to analyze and to develop critical thinking skills.

A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This **Postgraduate Diploma in Assessment and Psychological Intervention in Disruptive Behavior** contains the most complete and up-to-date program on the market. The most important features include:

- The development of 100 case studies presented by experts in Youth Addiction Intervention
- Its graphic, schematic and eminently practical contents, with which they are conceived, gather a scientific and practical inespecialization on those disciplines that are indispensable for the psychologists
- New developments and innovations in the different areas of psychology
- Practical exercises where the self-assessment process can be carried out to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Special emphasis on cutting-edge 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

An educational program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way"

Multimedia learning systems, expert teachers, total flexibility... this is the specialization you were looking for"

Contextual and real, this learning will give you the practical skills you really need.

This Postgraduate Diploma marks the difference between a professional with a lot of knowledge, and a professional who knows how to apply it in their daily practice.

It includes a very broad teaching staff of professionals belonging to the field of psychology, who pour into this specialization the experience of their work, in addition to recognized specialists of reference 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 program designed to learn in real situations

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

02

Objectives

The objectives of this program have been established as a guide for the development of the entire specialization, with the specific mission of offering the students a very intensive specialization that really boosts their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.

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

General Objective

- Train qualified professionals to intervene successfully in disruptive behaviors, with real working capacity and optimal results, supported by the most updated and useful theoretical and practical knowledge for their profession

This Postgraduate Diploma is aimed at all psychologists who want to achieve a high degree of specialization in Youth Addiction sector"

Specific Objectives

- Planning and conducting an interview
- Use strategies and techniques to involve the target audience in the intervention
- Select and construct indicators and measurement techniques to evaluate programs and interventions.
- Measure and obtain relevant data for the evaluation of interventions
- Analyze and interpret the results of the assessment
- Have a critical view of the different psychometric instruments published in order to enable a responsible use of them.
- Correctly describe the goals of and negotiate them appropriately with those involved in the intervention
- Measure the variables involved in cognitive-behavioral treatments
- Identify and interpret personal factors in relation to individual differences in cognitive intervention
- Conduct accurate assessments useful for cognitive-behavioral intervention
- Delineate the therapeutic goals and the intervention process
- Discriminate between cognitive intervention techniques appropriate to the case
- Identify appropriate direct intervention methods according to therapeutic purposes, as well as appropriate to clinical and socio-health contexts
- Measuring the results of cognitive-behavioral intervention
- Learn the fundamentals of health psychology and quality of life
- Conceptually analyze what health psychology is and why it emerged
- Learn historical and methodological aspects
- Understand the historical and methodological process for effective research, with special interest in the field of stress
- Design an interview and apply it. As well as to diagnose patients or situations following the criteria of the profession
- Identify variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioral processes
- Explain variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioral processes
- Measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioral processes
- Be able to describe and measure variables and cognitive, emotional, psychobiological and behavioral processes
- Define objectives and develop intervention plans according to the purpose of the intervention
- Learn to choose the appropriate psychological intervention techniques to achieve the objectives, recognizing differences, problems and needs. In turn, discriminate such differences, problems and needs
- Describe cognitive, emotional, psychobiological and behavioral variables and processes. Measure cognitive, emotional, psychobiological and behavioral variables and processes
- Identify the objectives of the intervention according to its purpose (prevention, treatment, rehabilitation, insertion, accompaniment...)
- Design a plan of the intervention according to its purpose (prevention, treatment, rehabilitation, insertion, accompaniment...)

03

Structure and Content

The contents of this complete specialization have been developed by the most competent professionals in this sector, with a high quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.

This Online Postgraduate Diploma in Assessment and Psychological Intervention in Disruptive Behavior contains the most complete and updated scientific program on the market"

Module 1. Psychological Assessment

1.1. Theoretical Foundations of Psychological Assessment
- 1.1.1. Definition and objectives
- 1.1.2. Contents of the Neuropsychological Evaluation
- 1.1.3. Conclusions

1.2. Anamnesis or Medical History
- 1.2.1. Introduction and Role of the Clinical History
- 1.2.2. Compilation of Clinical History
- 1.2.3. History Content

1.3. Clinical Interview and Behavioral Observation
- 1.3.1. Clinical Interview
- 1.3.2. Observation of the Interviewee's Behavior
- 1.3.3. Conclusions

1.4. Essential Elements of Selection, Administration and Proofreading
- 1.4.1. Record Keeping and Note Taking
- 1.4.2. Test Standards Procedures
- 1.4.3. Proofreading
- 1.4.4. Interpreting Tests

1.5. Special Populations in Neuropsychological Evaluation
- 1.5.1. Application of Tests to Patients with Aphasia
- 1.5.2. Application of Tests to Patients with Motor Impairment
- 1.5.3. Child Neuropsychological Evaluations
- 1.5.4. Geroneuropsychology
- 1.5.5. Psychiatric Behaviours
- 1.5.6. Forensics Neuropsychological Evaluations

1.6. Psychological Report Writing
- 1.6.1. Introduction
- 1.6.2. Writing a Neuropsychological Report
- 1.6.3. Organisation of a Neuropsychological Report

1.7. Instruments for the Assessment of Intelligence and Attention
- 1.7.1. Wechsler Scale
- 1.7.2. Reynolds Scales
- 1.7.3. Kauffman Scales
- 1.7.4. Stanford-Binet Scales
- 1.7.5. Raven Scales
- 1.7.6. Color Trail Test
- 1.7.7. Trail-Making Test
- 1.7.8. Conners continuous performance test
- 1.7.9. Digit Spam
- 1.7.10. Face Difference Perception Test
- 1.7.11. Attention and Concentration Test

1.8. Instruments for the Assessment of Executive Functions, Learning and Memory
- 1.8.1. Behavioural assessment of the disexecutive syndrome BADS
- 1.8.2. Tower of Hanoi/Seville, Ring Test
- 1.8.3. Stroop Color and Word Test
- 1.8.4. Neuropsychological Evaluation of Executive Functions in Children ENFEN
- 1.8.5. Wisconsin Card Sorting Test
- 1.8.6. Porteus Maze Test
- 1.8.7. California Verbal Learning Test (CVLT)
- 1.8.8. Weschler-iv memory scales
- 1.8.9. Spain-Complutense Verbal Learning Test TAVEC and TAVECI
- 1.8.10. TOMAL Memory and Learning Test

1.9. Instruments for the Assessment of Motor, Visual, Visuospatial and Visuotactile Functions
- 1.9.1. Clock Test
- 1.9.2. King Osterrieth Figure Copy Test
- 1.9.3. Bender Visuomotor Guestaltic Test
- 1.9.4. Frostig Visual Perception Development Test
- 1.9.5. Benton Visual Retention Test TRVB
- 1.9.6. Superimposed Figures Recognition Test
- 1.9.7. Right-Left Recognition Test
- 1.9.8. Design Test with Cubes and Puzzles
- 1.9.9. Object Recognition Test and Finger Recognition Test
- 1.9.10. Tests for Motor Skills Assessment

1.10. Neuropsychological Tests
- 1.10.1. Test de Luria-Christensen
- 1.10.2. Integrated Neuropsychological Screening Program Barcelona
- 1.10.3. Cumanin and Cumanes Neuropsychological Maturity Questionnaire
- 1.10.4. Minimental Cognitive Examination MMSE
- 1.10.5. Brief Neuropsychological Battery NEUROPSI

Module 2. Behavior Modification Techniques

2.1. Introduction: What is Behavior Modification?
- 2.1.1. Delimitation of Behavior Modification
- 2.1.2. Brief Historical Development of Behavior Modification
- 2.1.3. Basic Assumptions of Behavior Modification
- 2.1.4. Fundamental Currents of Behavior Modification

2.2. Behavioral Assessment
- 2.2.1. Introduction
- 2.2.2. Define Behavior
- 2.2.3. Record of Behavior
- 2.2.4. Analysis of Behavior

2.3. Learning Principles applied to Behavior Modification
- 2.3.1. Introduction
- 2.3.2. Definition of Reinforcement and Punishment
- 2.3.3. Types of Reinforcers
- 2.3.4. Premack Principle
- 2.3.5. Choice of Reinforcers
- 2.3.6. Enhancer Applications
- 2.3.7. Reinforcement Programs

2.4. Contingency control (I): Procedures to develop and maintain behaviors
- 2.4.1. Simple Contingency Techniques (Reinforcement, Shaping, Chaining and Fading)
- 2.4.2. Organized Contingency Systems (Behavioral Contracts, Token Economy)
- 2.4.3. Modeling and Social Skills Training

2.5. Contingency control (II): Procedures to reduce behaviors
- 2.5.1. Extinction
- 2.5.2. Differential Reinforcement
- 2.5.3. Stimulus Control
- 2.5.4. Cost of Response
- 2.5.5. Time out
- 2.5.6. Satiation
- 2.5.7. Overcorrection
- 2.5.8. Positive Punishment
- 2.5.9. Covert Techniques
- 2.5.10. Aversive Techniques

2.6. Muscle Relaxation and Abdominal Breathing
- 2.6.1. Introduction: Framework of the Techniques
- 2.6.2. Progressive Muscular Relaxation
- 2.6.3. Abdominal Breathing

2.7. Systematic Desensitization and its Variants
- 2.7.1. Systematic Desensitization
- 2.7.2. Live Desensitization
- 2.7.3. Desensitization as a Control Technique

2.8. Exposure Techniques
- 2.8.1. Exposure Procedures
- 2.8.2. Variants and Variables Involved in Exposure
- 2.8.3. . Conclusions

2.9. Stress Inoculation and Other Coping Techniques
- 2.9.1. Introduction
- 2.9.2. Procedure of the Stress Inoculation
- 2.9.3. Conclusions

2.10. The Acceptance and Commitment Therapy Approach
- 2.10.1. Introduction
- 2.10.2. Philosophical and Theoretical Presuppositions
- 2.10.3. Elements of Therapy
- 2.10.4. Therapy Phases
- 2.10.5. Clinical Applications and Assessment

Module 3. Health Psychology and Quality of Life

3.1. Health Psychology
- 3.1.1. Historical Approach to the Concepts of Health and Disease
- 3.1.2. The Birth of Health Psychology
- 3.1.3. Conclusions

3.2. Methodology in Health Psychology Research
- 3.2.1. Key Concepts and Health Indicators in Epidemiologic Research
- 3.2.2. Classification of Epidemiological Studies
- 3.2.3. Health Program Assessment

3.3. Contexts of Psychological Health Care
- 3.3.1. Basic Considerations
- 3.3.2. Care in Public Health Centers
- 3.3.3. Care in Private Registered Centers

3.4. Lifestyle and its Impact on Health
- 3.4.1. What is Health Behaviour?
- 3.4.2. Healthy Habits Versus Risk Habits
- 3.4.3. Conclusions

3.5. Health Promotion and Disease Prevention
- 3.5.1. Relevant Aspects of Health Behavior Modification Intervention
- 3.5.2. Health Promotion and Disease Prevention in Different Contexts
- 3.5.3. Conclusions

3.6. Stress and its Impact on Disease
- 3.6.1. Conceptual Delimitation
- 3.6.2. Psychophysiological Pathways of Stress
- 3.6.3. Stress and Disease
- 3.6.4. What Makes a Situation Stressful?
- 3.6.5. Stress Control Techniques
- 3.6.6. Healthy Stress

3.7. Health and Quality of Life Improvement
- 3.7.1. Managing Disease
- 3.7.2. Preventing the Progress of the Disease
- 3.7.3. Conclusions

3.8. Chronic Diseases and Pain
- 3.8.1. An Approach to Chronic Diseases
- 3.8.2. Pain: An Approach from a Psychological Viewpoint
- 3.8.3. Conclusions

3.9. Family Intervention in Health
- 3.9.1. Disease and Family. Basic Aspects
- 3.9.2. The Family When Tackling Chronic-Progressive Diseases in Children
- 3.9.3. The Family When Tackling Chronic Degenerative Processes in Older Adults

3.10. Designing Programs for the Prevention of Health Risk Situations
- 3.10.1. Introduction
- 3.10.2. Logical Framework Phases
- 3.10.3. Project Form Format for Funding

Module 4. Basic Therapist Skills

4.1. Introduction to Therapist Skills
- 4.1.1. Introduction
- 4.1.2. Therapeutic relationship, components and characteristics
- 4.1.3. Conclusions

4.2. Effective therapy
- 4.2.1. Motivations associated with the profession
- 4.2.2. Basic attitudes of the therapist that favor the relationship
- 4.2.3. Characteristics of the therapist that favor rapport

4.3. Adaptation of the intervention to the patient's characteristics
- 4.3.1. Introduction
- 4.3.2. How you define and communicate the problem
- 4.3.3. Conclusions

4.4. Demographic variables, type of problem, diseases or deficits
- 4.4.1. Motivation and expectations
- 4.4.2. Motivational interviewing as a tool
- 4.4.3. Conclusions

4.5. Communication Skills
- 4.5.1. Introduction
- 4.5.2. Listening Skills
- 4.5.3. Conclusions

4.6. Skills to facilitate patient narrative
- 4.6.1. Introduction
- 4.6.2. Skills to facilitate the generation of alternatives
- 4.6.3. Conclusions

4.7. The phases of therapy
- 4.7.1. Introduction
- 4.7.2. Fundamental skills in the development of the therapeutic process
- 4.7.3. Conclusions

4.8. Conflict situations
- 4.8.1. Introduction
- 4.8.2. Resistance Management
- 4.8.3. Conclusions

4.9. Ethical aspects
- 4.9.1. Introduction
- 4.9.2. Legal and Economic Aspects
- 4.9.3. Conclusions

Our syllabus has been designed with teaching effectiveness in mind: so that you learn faster, more efficiently, and on a more permanent basis"

04

Methodology

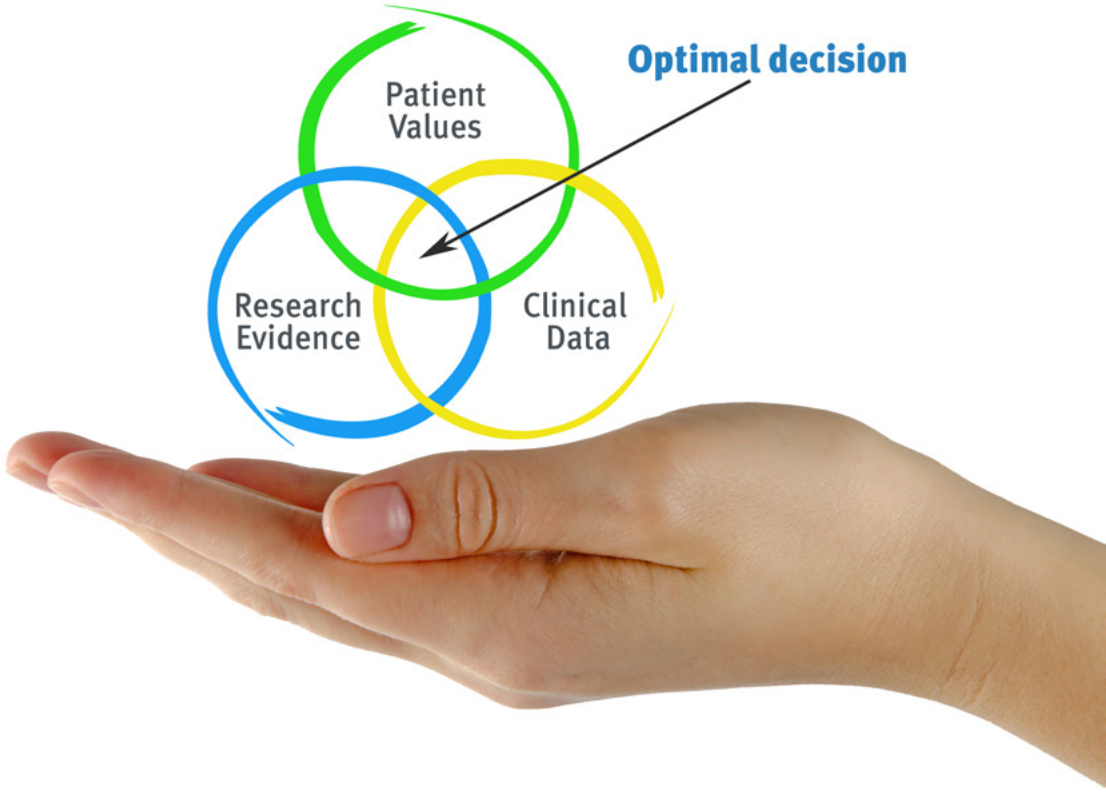
This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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.

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:

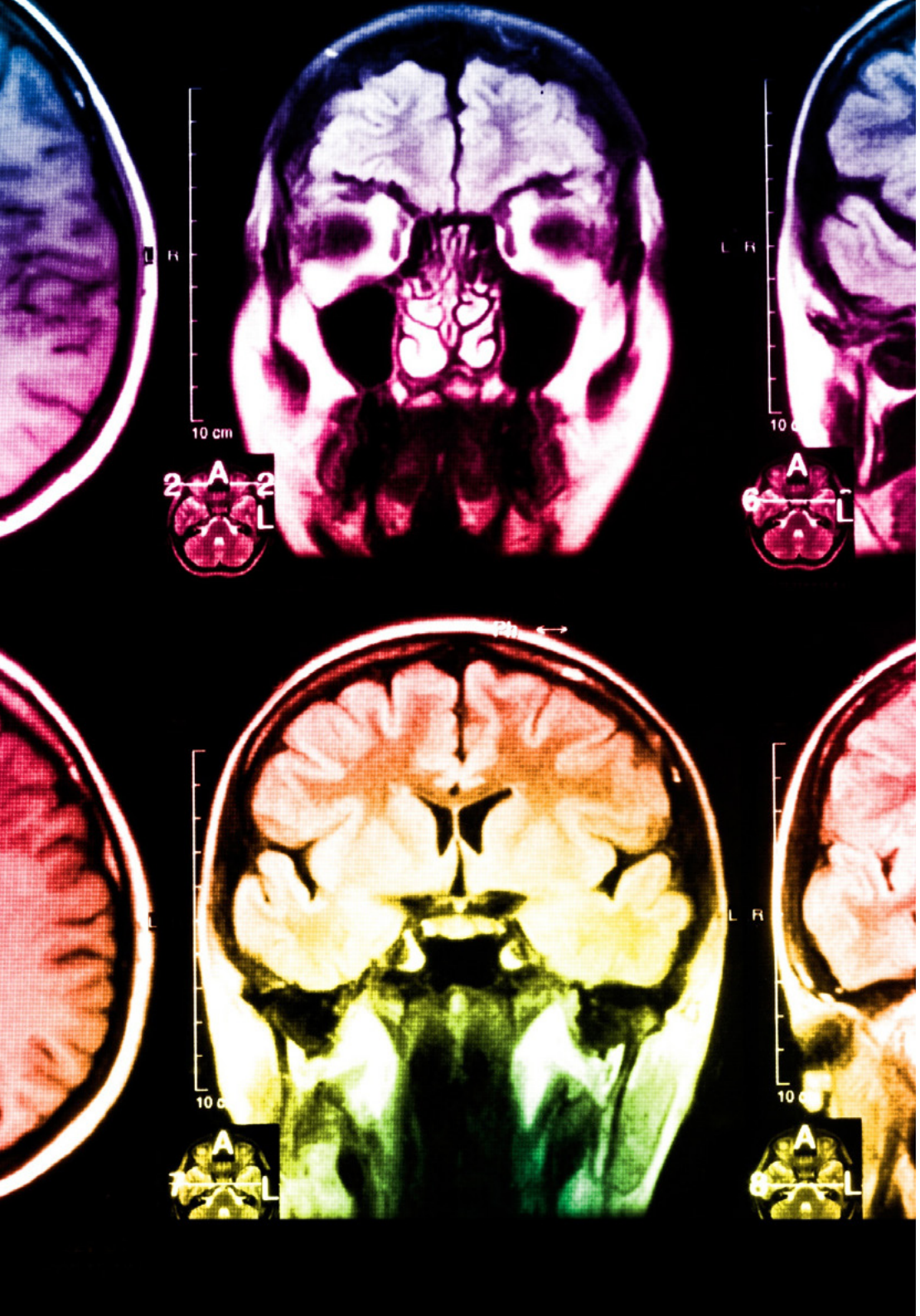
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate 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.

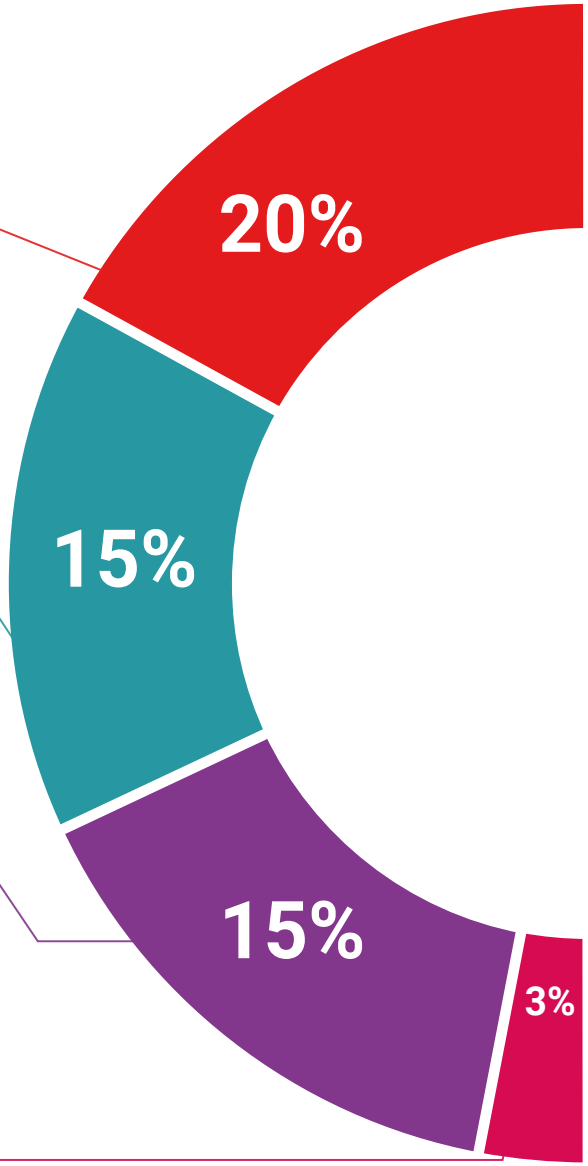
Interactive Summaries

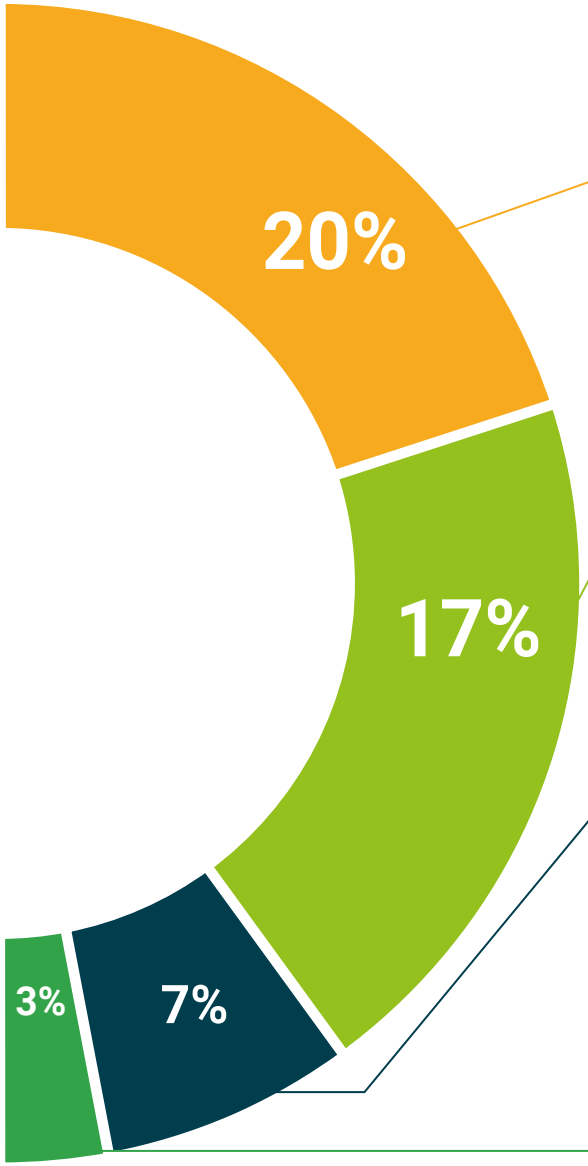
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Assessment and Psychological Intervention in Disruptive Behavior guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

Include in your pecialization a Postgraduate Diploma in Assessment and Psychological Intervention in Disruptive Behavior: A huge step forward in your competitiveness in the sector"

This private qualification will allow you to obtain a**Postgraduate Diploma in Assessment and Psychological Intervention in Disruptive Behavior** 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 Psychological Intervention in Disruptive Behavior**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**

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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Assessment and Psychological Intervention in Disruptive Behavior

This is a private qualification of 540 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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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