Postgraduate Diploma

Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology

tech technological university

tech technological university

Postgraduate Diploma
Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology

» Modality: **online**
» Duration: **6 months**
» Certificate: **TECH Technological University**
» Dedication: **16h/week**
» Schedule: **at your own pace**
» Exams: **online**

Website: **www.techtitute.com/pk/psychology/postgraduate-diploma/postgraduate-diploma-cognitive-behavioral-assessment-intervention-clinical-psychopathology**

Index

Introduction

The work in clinical psychopathology begins with the essential step from assessment to intervention. This process tests the professional's ability to stay at the forefront, to apply the novelties and criteria that research brings to this work. This Postgraduate Diploma puts at your disposal a compendium of up-to-date knowledge, compiled with high quality criteria, to give you the boost to the excellence you are looking for. An opportunity to put yourself at the forefront and bring to your work a plus of quality.

"

A deep and complete immersion in the most updated strategies and approaches in Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology"

This Postgraduate Diploma provides extensive knowledge in advanced models and techniques in Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology. 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 describe and measure interaction processes, organizational and inter-organizational dynamics and structure; to analyze the differences between different social disturbances; and to understand cultural differences and their contributions to a broader understanding of the individual and society.

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 Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology** 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 Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology
- The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for Psychologist
- 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"

"*Personal and professional growth supported by the most innovative e-learning techniques, with the freedom and flexibility you need*"

Increase your capacity as a psychologist, updating your knowledge through this Postgraduate Diploma.

This Postgraduate Diploma makes the difference between a professional with a lot of knowledge and a truly qualified professional.

It includes a very broad teaching staff made up of experts in psychology, who share their work experience in this program, as well as recognized specialists from leading communities 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 entire specialization with the specific mission of offering students a very intensive program that will really boost 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 professionals qualified for the practice of Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology, who can intervene with real working capacity and with 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 Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology"

Specific Objectives

- Learn the functions, characteristics and limitations of the different theoretical models of psychopathology
- Learn the main processes and stages of psychological development of personality throughout the life cycle in its aspects of normality and abnormality
- Understand different methods of assessment, diagnosis and psychological treatments in different applied areas of psychology
- Be familiar with different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of the results
- Know the different fields of application of developmental psychology and have the necessary knowledge to influence and promote the quality of life of individuals
- Identify the processes and stages of the psychological development of the personality throughout the life cycle. Discriminate in these processes and stages the aspects of normality and abnormality
- Identify methods of psychological assessment, diagnosis and treatment. Discriminate among the evaluation methods the most appropriate one according to the applied field of psychology, as well as the scientific guarantees it presents
- Explain the experimental designs with which psychopathological processes are investigated and explained
- Recognize the areas of application and the circumstances in which the diagnosis and intervention on psychopathological processes should be carried out
- Set the objectives and goals of a psychological intervention, based on the assessment carried out. together with psychological variables relevant to the problem to be assessed
- Discriminate psychological variables according to the triple response system (emotion, cognition, physiological and behavioral), psychological processes (memory, attention, etc.), situational variables, etc
- Identify the appearance of possible problems or difficulties in an evaluation and treatment process
- Identify inter-individual differences in order to adapt to them and develop an appropriate assessment and intervention process

- Identify diagnostic criteria in order to establish them
- Identify the main interaction processes that are related to the problem
- Identify the techniques that allow us to evaluate these processes with the appropriate scientific rigor
- Identify the contextual or situational variables relevant to the problem
- Discriminate which techniques to use for a correct evaluation and intervention of behaviors, depending on the context in which they are developed
- Set objectives in accordance with the results of the evaluation
- 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

Structure and Content

The contents of this comprehensive training program have been developed by the sector's most competent professionals, with a high quality criterion at every stage of the course For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.

This Online Postgraduate Diploma in Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology contains the most complete and updated scientific program on the market"

Module 1. Psychopathology 1

1.8. Anxiety disorders, obsessive-compulsive disorders and post-traumatic stress disorders: characteristics, etiology, explanatory models and recognized treatments
  1.8.1. Distress disorder and agoraphobia: clinical features and explanatory model
  1.8.2. Social phobia: clinical characteristics and explanatory model
  1.8.3. Generalized Anxiety Disorder: clinical features and explanatory model
  1.8.4. Obsessive-compulsive disorders: clinical features and explanatory model
  1.8.5. Body Dysmorphic Disorder
  1.8.6. Stress and trauma: clinical features and explanatory model
  1.8.7. Approach and treatments in Anxiety Disorders
1.9. Somatoform Disorders
  1.9.1. Diagnostic features of somatoform disorders
  1.9.2. Etiology and explanatory models
  1.9.3. Recognized treatments
1.10. Dissociative Disorders
  1.10.1. The concept of the dissociative phenomenon
  1.10.2. Classification and characteristics of dissociative disorders
  1.10.3. Explanatory Models
  1.10.4. Recognized treatments

Module 2. Psychopathology 2

2.1. Impulse Control Disorders
  2.1.1. Types of impulse control disorders not classified elsewhere
  2.1.2. Clinical Characteristics
  2.1.3. Etiology and explanatory models
  2.1.4. Applied
2.2. Mood Disorders
  2.2.1. Introduction to the concept of depression and mania
  2.2.2. Classification and characteristics of specific mood disorders
  2.2.3. Classification and characteristics of bipolar subtypes
  2.2.4. Theories and explanatory models
  2.2.5. Recognized treatments
2.3. Schizophrenia and related disorders
  2.3.1. Clinical features, classification and diagnosis of schizophrenia and related disorders
  2.3.2. Cognitive-oriented explanatory models
  2.3.3. Pathophysiology and psychobiological hypotheses of schizophrenia and related disorders
  2.3.4. Types of intervention and treatments

2.4. Personality Disorders
  2.4.1. General considerations on personality and its disorders
  2.4.2. Clinical characteristics and diagnostic classification of personality disorders
  2.4.3. Theories and explanatory models
  2.4.4. Applied
2.5. Sexual disorders and paraphilias
  2.5.1. Classification and clinical description of different sexual disorders
  2.5.2. Explanatory models of sexual disorders
  2.5.3. Intervention and treatment guidelines
  2.5.4. Clinical characteristics of paraphilias and their approach
2.6. eating disorders: anorexia nervosa and bulimia
  2.6.1. Clinical Characteristics
  2.6.2. Etiology and explanatory models
  2.6.3. Types of Treatment
2.7. Alcoholism and drug dependence
  2.7.1. Clinical characteristics of substance abuse and dependence
  2.7.2. Clinical characteristics of abuse and dependence on different psychoactive substances
  2.7.3. Diagnosis and psychopathology of alcohol and other psychoactive substances abuse and dependence
  2.7.4. Explanatory hypotheses in alcoholism and drug dependence
  2.7.5. Types of intervention and treatment
2.8. Sleep Disorders
  2.8.1. Sleep Disorders Classification
  2.8.2. Clinical Characteristics
  2.8.3. Intervention and treatment proposals
  2.8.4. Conclusions
2.9. Mental Disorders in Childhood or Adolescence
  2.9.1. Classification of disorders of infancy, childhood and adolescence
  2.9.2. Clinical characteristics of the most important disorders of infancy, childhood and adolescence
  2.9.3. Intervention Guidelines
2.10. Disorders of aging
  2.10.1. Relevant disorders in old age: clinical characteristics
  2.10.2. Dementias: types, classifications and characteristics
  2.10.3. Etiology of the main dementias and recommended treatments

Module 3. Psychological Assessment

3.1. Theoretical Foundations of Psychological Assessment
   3.1.1. Definition and objectives
   3.1.2. Contents of the Neuropsychological Evaluation
   3.1.3. Conclusions
3.2. Anamnesis or Medical History
   3.2.1. Introduction and Role of the Clinical History
   3.2.2. Compilation of Clinical History
   3.2.3. History Content
3.3. Clinical Interview and Behavioral Observation
   3.3.1. Clinical Interview
   3.3.2. Observation of the Interviewee's Behavior
   3.3.3. Conclusions
3.4. Essential Elements of Selection, Administration and Proofreading
   3.4.1. Record Keeping and Note Taking
   3.4.2. Test Standards Procedures
   3.4.3. Proofreading
   3.4.4. Interpreting Tests
3.5. Special Populations in Neuropsychological Evaluation
   3.5.1. Application of Tests to Patients with Aphasia
   3.5.2. Application of Tests to Patients with Motor Impairment
   3.5.3. Child Neuropsychological Evaluations
   3.5.4. Geroneuropsychology
   3.5.5. Psychiatric Behaviours
   3.5.6. Forensics Neuropsychological Evaluations
3.6. Psychological Report Writing
   3.6.1. Introduction
   3.6.2. Writing a Neuropsychological Report
   3.6.3. Organisation of a Neuropsychological Report

3.7. Instruments for the Assessment of Intelligence and Attention
   3.7.1. Wechsler Scale
   3.7.2. Reynolds Scales
   3.7.3. Kauffman Scales
   3.7.4. Stanford-Binet Scales
   3.7.5. Raven Scales
   3.7.6. Color Trail Test
   3.7.7. Trail-Making Test
   3.7.8. Conners continuous performance test
   3.7.9. Digit Spam
   3.7.10. Face Difference Perception Test
   3.7.11. Attention and Concentration Test
3.8. Instruments for the Assessment of Executive Functions, Learning and Memory
   3.8.1. Behavioural assessment of the disexecutive syndrome BADS
   3.8.2. Tower of Hanoi/Seville, Ring Test
   3.8.3. Stroop Color and Word Test
   3.8.4. Neuropsychological Evaluation of Executive Functions in Children ENFEN
   3.8.5. Wisconsin Card Sorting Test
   3.8.6. Porteus Maze Test
   3.8.7. California Verbal Learning Test (CVLT)
   3.8.8. Weschler-iv memory scales
   3.8.9. Spain-Complutense Verbal Learning Test TAVEC and TAVECI
   3.8.10. TOMAL Memory and Learning Test
3.9. Instruments for the Assessment of Motor, Visual, Visuospatial and Visuotactile Functions
   3.9.1. Clock Test
   3.9.2. King Osterrieth Figure Copy Test
   3.9.3. Bender Visuomotor Guestaltic Test
   3.9.4. Frostig Visual Perception Development Test
   3.9.5. Benton Visual Retention Test TRVB
   3.9.6. Superimposed Figures Recognition Test
   3.9.7. Right-Left Recognition Test
   3.9.8. Design Test with Cubes and Puzzles
   3.9.9. Object Recognition Test and Finger Recognition Test
   3.9.10. Tests for Motor Skills Assessment

Module 4. Behavior Modification Techniques

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.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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.

20%

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.

15%

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".

15%

3%

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.

20%

17%

7%

3%

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 Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"
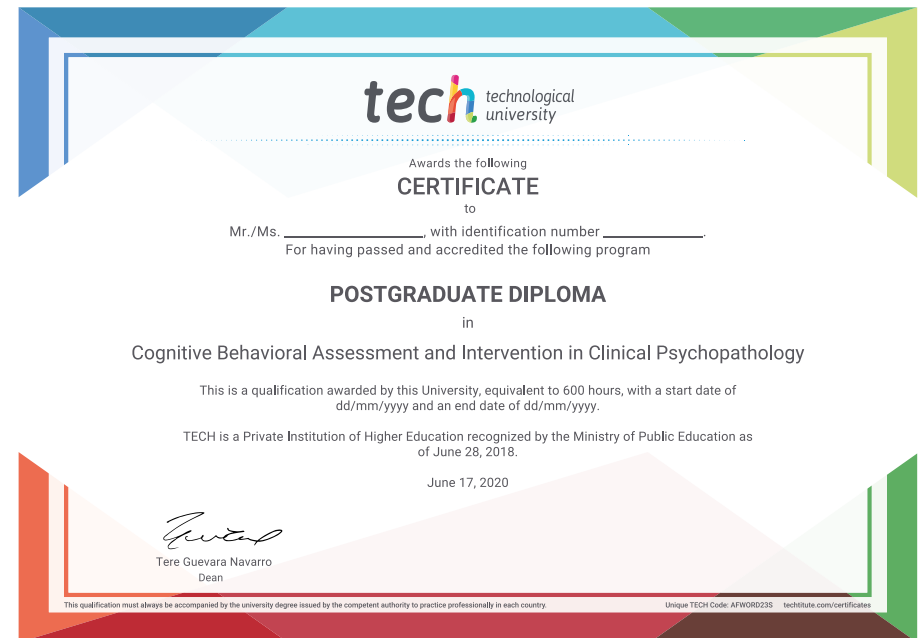
This **Postgraduate Diploma in Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology**

Official N° of Hours: **600 h.**

tech technological university

Awards the following
CERTIFICATE
to
Mr./Ms. _____, with identification number _____.
For having passed and accredited the following program

POSTGRADUATE DIPLOMA
in
Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
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 certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

tech technological university

Postgraduate Diploma
Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology

» Modality: **online**
» Duration: **6 months**
» Certificate: **TECH Technological University**
» Dedication: **16h/week**
» Schedule: **at your own pace**
» Exams: **online**

Postgraduate Diploma
Cognitive Behavioral Assessment and Intervention in Clinical Psychopathology

tech technological university