

Postgraduate Diploma
Evaluation Process
and Psychodiagnosis in
Childhood and Adolescence





Postgraduate Diploma Evaluation Process and Psychodiagnosis in Childhood and Adolescence

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 20 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-evaluation-process-psychodiagnosis-childhood-adolescence

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01

Introduction

There is no doubt that psychodiagnostic assessment and evaluation requires specialist training, but when we refer to that of children and adolescents, the specialization is even more extraordinary. Both the age and the cognitive processes secondary to it not only need to be addressed with specific tools, but also a special link and above all a high level of knowledge on the part of the psychologist.





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Don't miss the opportunity to update your knowledge in the Evaluation Process and Psychodiagnosis in Childhood and Adolescence to improve your patient care”

Studying the signs that indicate that a child shows sufficient evidence of the so-called personality disorders, makes us get involved in the research on this topic. We need to determine whether it is convenient to deny the possibility of not only their diagnosis, but also of their premorbid diagnosis in order to be able to provide solutions.

This Postgraduate Diploma is unique since the link between mental health and childhood has, up until now, been researched very little as a specialization and is currently more like a translation of adult psychopathology. In this Postgraduate Diploma you will be able to gain the knowledge you need to excel in the specialized field of child and adolescent psychopathology.



This Postgraduate Diploma in the Evaluation Process and Psychodiagnosis in Childhood and Adolescence contains the most complete and up-to-date scientific program on the market”

This **Postgraduate Diploma in the Evaluation Process and Psychodiagnosis in Childhood and Adolescence** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ Clinical cases presented by experts in the different specialties. 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.
- ♦ Latest diagnostic and therapeutic techniques on the Evaluation Process and Psychodiagnosis in Childhood and Adolescence.
- ♦ 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.
- ♦ All of this will be 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

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This Postgraduate Diploma may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in the Evaluation Process and Psychodiagnosis in Childhood and Adolescence, you will obtain a Postgraduate Diploma from TECH Global University"

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma course.

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 an 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 course. 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.



02

Objectives

The principal objective of the program is the development of both theoretical and practical learning, so that the professional can master, in a practical and rigorous way, the study of psychopharmacological interaction and child and adolescent psychotherapy.



A hand holding a white card with a black ink drawing of a spider. The background is split into a white and a magenta section.

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This refresher program will generate a sense of confidence when practising psychology which will help you grow both personally and professionally”



General Objectives

- Identify healthy aspects and ill aspects of the child and adolescent.
- Differentiate the evolutionary adaptation and adaptability of human beings.
- Master the technique for interviewing a child or adolescent.
- Master the personality evaluation of these age groups.
- Identify the role of the family in child and adolescent diagnosis.



Make the most of the opportunity and take the step to get up-to-date on the latest developments in Evaluation Process and Psychodiagnosis in Childhood and Adolescence”





Specific Objectives

- ♦ Deal with the diagnosis and the setting in these ages in a conducive way.
- ♦ Develop techniques to achieve the motivation and active participation of a child or adolescent patient in the diagnosis and intervention process.
- ♦ Gain the knowledge necessary for establishing a patient intervention with assurance, without disregarding the involvement of the family, the school or the peer group.
- ♦ Develop knowledge of different mental disorders and behavioural or emotional abnormalities.
- ♦ Make a realistic prognosis of the child's or adolescent's situation as part of the differential diagnosis.
- ♦ Manage the current clinical situation in its biopsychosocial variables.
- ♦ Develop protocols and tools that allow for intervention with safeguards.
- ♦ Understand the different masks used and atypical ways the illness can present itself in children and adolescents.
- ♦ Master the use of decision trees based on DSM-5. and CIE-10
- ♦ Provide knowledge and skills that help to avoid iatrogenic involvement with the patient's problem.

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 procedures in Evaluation Process and Psychodiagnosis in Childhood and Adolescence from leading professionals"

Management



Dr. Fernández Sánchez, Angel

- European specialist psychologist in Psychotherapy from the EFPA
- Health Psychologist
- Master's Degree in Clinical and Health Psychology
- Director of the Evaluation and Psychotherapy Center of Madrid
- Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP
- Author of the T.E.N. technique.
- Head of studies on the Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology
- Specialist in Clinical Hypnosis and Relaxation
- Specialist in Child and Adolescent Intervention.

Coordinator



Aguado Romo, Roberto

- Psychologist specialized in clinical psychology
- European specialist psychologist in psychotherapy
- Managing Director of 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

Dr. Arriero, Esther

- ♦ European specialist psychologist in Psychotherapy for the EFPA in the CEP Health Center of Talavera de la Reina.
- ♦ Health Psychologist Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Specialist in Adult Therapy. Specialist in interventions with chronic patients.

Dr. Cuesta, José María

- ♦ European specialist psychologist in Psychotherapy for the EFPA in the CEP Health Center in Talavera de la Reina.
- ♦ Expert in psychological intervention of chronic illnesses.
- ♦ Psychologist of the Alzheimer's Association
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology

Dr. Espinoza, Oscar. M.D.

- ♦ Medical specialist in Psychiatry and Pediatrics
- ♦ Director of the Psychopharmacology Unit of the CEP.
- ♦ Head of the public health service in the southern district of Madrid
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology

Dr. Fernandez, Inmaculada

- ♦ Doctor in Psychology from the University of Almeria
- ♦ Psychologist specializing in Clinical Psychology
- ♦ Head of the Department of Neuropsychology, University of Almeria
- ♦ Expert in Cognitive Therapy based on Mindfulness
- ♦ Expert in Time Limited Psychotherapy

Dr. Furelos, Maribel

- ♦ Psychologist specializing in Clinical Psychology
- ♦ Sexologist in Osakidetza at the Santurce outpatient clinic
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology

Dr. Gandarias, Gorka

- ♦ Health Psychologist
- ♦ European specialist psychologist in Psychotherapy from the EFPA in Vitoria (Spain)
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in intervention in bizarre behavior and drug addiction.

Gascón, Laura

- ♦ European specialist psychologist in Psychotherapy for the EFPA in the CEP Health Center in Talavera de la Reina.
- ♦ Specialist in Forensic and Legal Psychology
- ♦ Court Psychologist
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in Adult Psychotherapy.

Dr. González, Mónica

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology in 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.

04

Structure and Content

The structure of the contents has been designed by a team of professionals who recognise the implications of training 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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Module 1. Framework of Clinical Psychology for Children and Adolescents

- 1.1. Child and Adolescent Psychological Disorders.
- 1.2. Communication Paths Between Normal and Pathologies.
- 1.3. Etiology of Mental Disorders in the Child and Adolescent Population.
- 1.4. Characteristics of Psychiatric Illness in Childhood and Adolescence.

Module 2. Children, Adolescents and the Family

- 2.1. Aspects to Consider.
- 2.2. Characteristics of the Pathological Family.
- 2.3. Modern Family Structures.
- 2.4. Grandparents, Aunties and Uncles.
- 2.5. Types of Family and their Implication on the Child and Adolescent Psychopathy.
- 2.6. Parent-Child Bonds.
- 2.7. Stress, Family Workings and Psychopathology in Children and Adolescents.
- 2.8. Death of a Parent in Childhood and Adolescence.





Module 3. Evaluation Process and Psychodiagnosis in Childhood and Adolescence

- 3.1. Introduction.
- 3.2. The Interview.
- 3.3. The Structured Clinical Interview.
- 3.4. Evaluation of intelligence.
- 3.5. Evaluation of Motor Activity.
- 3.6. Evaluation of Language.
- 3.7. Family Evaluation.
- 3.8. DSM-5 New Perspectives on the Diagnosis of Mental Illnesses.

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

05

Methodology

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

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.



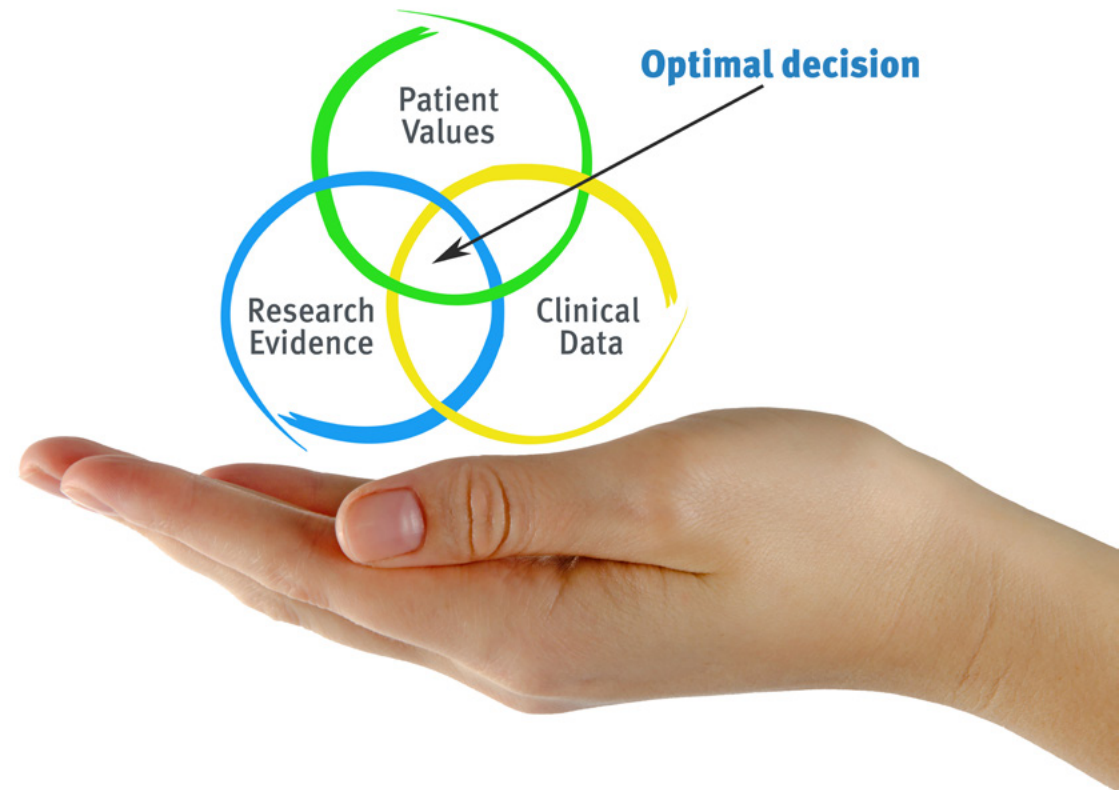
“

Discover 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

What should a professional do in a given situation? Throughout the program students will be presented with multiple clinical symptoms simulated cases based on real patients in which they will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method.

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



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 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 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).

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 high socioeconomic profile and an average age of 43.5 years old.

Re-learning 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.

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 the teaching materials are specifically created for the course, by specialists who teach on 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 and educational advances at the forefront of psychology. All this, first-hand, with the maximum rigor, explained in detail to contribute to the assimilation and understanding of the students. And best of all, you can watch them as many times as you want.



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 multimedia content presentation training Exclusive system 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 & Re-Testing

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 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 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 the Evaluation Process and Psychodiagnosis in Childhood and Adolescence guarantees, in addition to the most rigorous and updated training, access to a Postgraduate Diploma issued by TECH Global University.



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*Successfully complete this training program
and receive your university certificate
without travel or laborious paperwork”*

This private qualification will allow you to obtain a **Postgraduate Diploma in Evaluation Process and Psychodiagnosis in Childhood and Adolescence** 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 Evaluation Process and Psychodiagnosis in Childhood and Adolescence**

Modality: **online**

Duration: **6 months**

Accreditation: **20 ECTS**



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



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