

Postgraduate Diploma

Intervention in Psychosomatic
Disorders with the Cognitive-
Behavioral Model





Postgraduate Diploma

Intervention in Psychosomatic Disorders with the Cognitive- Behavioral Model

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

Website: www.techtitute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-intervention-psychosomatic-disorders-cognitive-behavioral-model

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01

Introduction

Somatization causes more and more people to experience symptoms that are unexplainable from pathological findings and not attributable to physical illness. This makes traditional medical treatments are ineffective in these cases, because when psychosomatic conditions come into the picture, the approach is also transferred to the field of Psychology. Therefore, the Psychological Intervention of Psychosomatic Disorders is unique in that it inserts, within the multidisciplinary action, the diagnostic evaluation and actions of the Cognitive-Behavioral Model. This program offers a high level of training for psychologists in this field, improving patient care in a 100% online format where students will set their own pace of learning.



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Don't miss the opportunity to update your knowledge in Intervention in Psychosomatic Disorders with the Cognitive-Behavioral Model to improve your patient care”

In most of the so-called psychosomatic disorders there is no structural damage. However, there is an impairment in the functioning and the way of acting of the organ or organs that channel the expression of the patient's conflict. It is not for nothing that a broad consensus has developed in the scientific community on the indisputable weight of the psychological aspect in Central Neurology and Biochemistry. In fact, it has the potential to worsen medical conditions.

Therefore, a mental state of an individual can aggravate their physical conditions, especially in prolonged situations of stress or anxiety, for example. Moreover, there are numerous cases of Psoriasis or Eczema that have worsened physically only for psychological reasons, having also this kind of disorders influence on the respiratory, cardiovascular or gastrointestinal system.

In this way, this Postgraduate Diploma is innovative in allowing psychologists to develop intervention protocols to address the psychological and social aspects of disorders that have an essential influence on the emotional world of the patient who suffers from them. A qualification that offers all the possible facilities to the students, since they will be able to study it from home or wherever they wish. From the very beginning, students will have at their disposal an extensive library of digital resources to complement the knowledge they acquire.

This **Postgraduate Diploma in Intervention in Psychosomatic Disorders with the Cognitive-Behavioral Model** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Practical cases presented by experts in Cognitive-Behavioral Model
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative 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



Delve into the most up to date knowledge of Psychosomatic Disorders from the perspective of psychology”

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Be a referent in your field with an innovative program that will make a difference in your career”

Delve into your knowledge for a more accurate diagnosis, performing the psychosomatic and psychological equivalents.

Specialize with the world's largest online university.

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, in addition to renowned specialists from leading 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 immersive education programmed to learn in real situations.

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



02

Objectives

The main objective of this Postgraduate Diploma is to offer the latest knowledge in the application of the Cognitive-Behavioral Model for Psychosomatic Disorders, so that students can excel in the area of Psychology and launch their professional careers. In this way, psychologists will be fully empowered in a changing field due to a context of increased speed and stress that is shaping modern society.



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The objective of TECH is you: boost your career by managing the keys to the relationship between psychic conflict and its psychosomatic expression"



General Objectives

- Explain the relation between psychic conflict and its psychosomatic expression
- Train the professional as a specialist in the identification of the aspects of psychism that do not allow emotional expression through psychological means
- Recognize the natural stressors that affect the different systems that make up our organism
- Compare the behavior of bodily disorders the basic patient conflicts
- Train the psychologist to as part of a multidisciplinary team with the ability to intervene and improve psychosomatic disorders
- Explain the biochemical functioning of the affected system, as well as the antidotes for improvement





Specific Objectives

Module 1. Fundamentals of Psychosomatic Medicine

- Manage the psychosomatic clinic and its relationship with the patient's emotional system
- Describe all the research done in the last twenty years

Module 2. Psychological Intervention in Psychosomatic Disorders Using the Cognitive-Behavioral Model

- Develop active listening skills, obtaining non-verbal information from patients
- Learn different relaxation techniques as a measure against stress



You will achieve your goals thanks to our advanced educational tools and the teachings of leading professionals in the Cognitive-Behavioral Model"

03

Course Management

In its commitment to offer an education of high educational standard, TECH has renowned psychologists to make up the teaching team of this Postgraduate Diploma. In this way, students will enjoy the contents taught with a faculty with extensive experience in psychosomatic disorders and their approach through the Cognitive-Conductive Model. Therefore, students have all the guarantees for a successful learning process that will be of great benefit in their careers.



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TECH has formed a teaching team whose sole objective is to make you the best"

Management



Mr. Aguado Romo, Roberto

- ◆ President of the European Institute of Time-Limited Psychotherapy
- ◆ Psychologist in private practice
- ◆ Researcher in Time Limited Psychotherapy
- ◆ Guidance team coordinator for many schools
- ◆ Author of several books on Psychology
- ◆ Communicator and expert in Psychology in the media.
- ◆ University courses and studies teacher.
- ◆ Master's Degree in Clinical and Health Psychology
- ◆ Specialist in Clinical Psychology
- ◆ Selective Dissociation Targeting Specialist

Professors

Mr. Gandarias White, Gorka

- ♦ Psychologist specialized in Psychotherapy and Gestalt Therapy. Director of the URASKA clinical center
- ♦ Director of the URASKA clinical center. Founder of the Psychology and Psychotherapy Consultancy
- ♦ Head of the Guidance and Educational Innovation Department of the San José School in Nanclares de la Oca
- ♦ Psychologist specialized in psychotherapy recognized by the EFPA (European Federation of Psychologists' Associations).
- ♦ Degree in Psychology. Deusto University
- ♦ Master's Degree in Time-Limited and Health Psychotherapy
- ♦ International Master's Degree in Clinical and Health Psychology
- ♦ Diploma in Gestalt Therapy
- ♦ Cooperative Learning Specialist, Coach Level in the Conscious Emotional Bonding Model (VEC).

Dr. Fernandez, Angel

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

Dr. Martínez Lorca, Manuela

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

04

Structure and Content

The knowledge poured into the development of the syllabus points will boost psychologists from a global perspective, specializing them in a highly demanded area. Likewise, the application of the *Relearning* practical methodology will facilitate the internalization of the key concepts of the syllabus through reiteration. In this way, students will benefit from a learning cycle that offers a much more natural experience than more traditional techniques can provide.





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*A syllabus whose concepts
you will successfully assimilate
thanks to Relearning”*

Module 1. Fundamentals of Psychosomatic Medicine

- 1.1. The Soma-Psyche Unit
- 1.2. Functional Symptom, Conversion and Disease
 - 1.2.1. Psychosomatic Orientation in Psychology
 - 1.2.2. Liaison Psychology
- 1.3. Resurgence of a New Discipline: Health Psychology
 - 1.3.1. Disciplinary Delimitation
- 1.4. The Alexithymia Construct
 - 1.4.1. Historical Review of the Concept
 - 1.4.2. Features
 - 1.4.3. Etiological Hypotheses
 - 1.4.4. Assessment
 - 1.4.5. Processing Emotional Stimuli in Alexithymia
- 1.5. Psychosomatic Patients
 - 1.5.1. Psychosomatic Disease Components and Characteristics
 - 1.5.2. Processes and Dynamics of Psychosomatic Disease
 - 1.5.3. Ways Psychosomatic Disorders Manifest
- 1.6. Stress and Psychosomatics Disorders
- 1.7. Personality and Psychosomatics
- 1.8. Psychosocial Aspects of Psychosomatic Disorders
- 1.9. Psychosomatic Processes: A Defense Mechanism for Integrity?
- 1.10. Intermediate Neurophysiological, Neuroendocrine, Immunological and Psychic Mechanisms



Module 2. Psychological Intervention in Psychosomatic Disorders Using the Cognitive-Behavioral Model

- 2.1. Cognitive-Behavioral Intervention in Psychosomatic Disorders
 - 2.1.1. What They Think, Do and and Feel
 - 2.1.2. Does Not Focus on the Present
 - 2.1.3. The Patients Hyperactive Role
- 2.2. Psychoeducation
 - 2.2.1. Inform
 - 2.2.2. Possess Knowledge
 - 2.2.3. Incorporate
- 2.3. Relaxation when Stressed
 - 2.3.1. Relaxation in Behavior Therapy
 - 2.3.2. Jacobson's Progressive Relaxation (1901)
 - 2.3.3. Schultz's Autogenous Relaxation (1901)
 - 2.3.4. Creative Relaxation by Dr. Eugenio Herrero (1950)
 - 2.3.5. Chromatic Relaxation by Aguado (1990)
- 2.4. Desensitization in Psychosomatic Disorders
- 2.5. Exposure with Response Prevention
- 2.6. Stress Inoculation
- 2.7. Overcorrection
 - 2.7.1. Undo and Redo
 - 2.7.2. Repeat and Repeat
- 2.8. Time Off
- 2.9. Social Skills Training
- 2.10. Problem Solving
 - 2.10.1. Establishing the Latent Content of the Problem: What Is Going On?
 - 2.10.2. Analyze the Nature of the Problem and the Cause
 - 2.10.3. Conflict Resolution
 - 2.10.3.1. Negotiation
 - 2.10.3.2. Mediation
- 2.11. Cognitive restructuring
 - 2.11.1. Identifying Inappropriate Thoughts
 - 2.11.2. Assessing and Analyzing Thoughts
 - 2.11.3. Searching for Alternative Thoughts
- 2.12. Cognitive Distractions
 - 2.12.1. Awareness
 - 2.12.2. Stopping Thoughts
 - 2.12.3. Replacing Thoughts
- 2.13. Labeling Cognitive Distortions
- 2.14. Exhibition
 - 2.14.1. Exposure Therapy and Extinction Learning
- 2.15. Techniques to Reduce or Eliminate Behavior. Aversive Techniques
 - 2.15.1. Positive Punishment (or by Application)
 - 2.15.2. Cost of Response
- 2.16. Modeling



*Enjoy an internationally
recognized individualized
educational itinerary"*

05

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.



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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.

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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.



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 Intervention in Psychosomatic Disorders with the Cognitive-Behavioral Model guarantees you, in addition to the most rigorous and up-to-date education, access to a university issued by TECH Technological University.





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*Successfully complete this program
and receive your university qualification
without having to travel or fill out
laborious paperwork”*

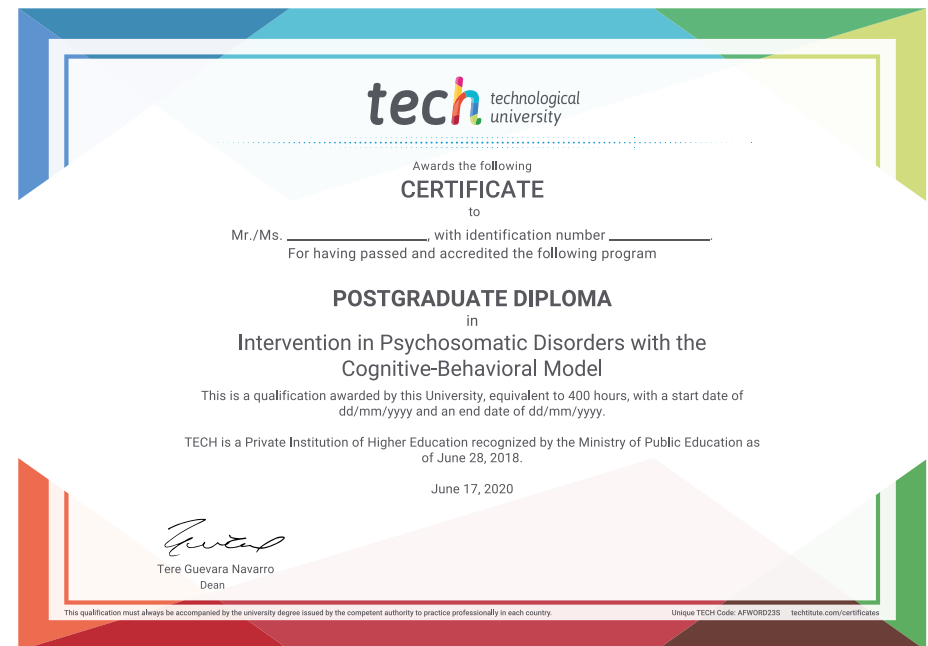
This **Postgraduate Diploma in Intervention in Psychosomatic Disorders with the Cognitive-Behavioral Model** contains the most complete and up-to-date program on the market.

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 Intervention in Psychosomatic Disorders with the Cognitive-Behavioral Model**

Official N° of Hours: **400 h.**



*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.



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