

Postgraduate Diploma

School Bullying and Child and Adolescent Mental Health



Postgraduate Diploma

School Bullying and Child and Adolescent Mental Health

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

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-school-bullying-child-adolescent-mental-health

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01

Introduction

Bullying is a social problem that causes serious mental health consequences in children and adolescents who suffer it. Victims may suffer from disorders such as depression or post-traumatic stress disorder, which influence their personal development and limit their quality of life. Given this situation, the role of the psychologists is essential to apply avant-garde interventions that contribute to guarantee the well-being of the young person. For this reason, TECH has designed this program, which provides students with the most up-to-date techniques to treat anxiety or traumas derived from school bullying. In this way, it will help you to update your knowledge in this field in a completely online way and without leaving your home.



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Learn about the latest tools for psychological intervention with the patient suffering from anxiety or depression derived from bullying”

Bullying is a social problem that, according to UNESCO, affects approximately 246 million students worldwide every year. It can manifest itself in different ways, including physical and verbal violence or cyberbullying, a phenomenon that has grown exponentially in recent years due to the popularization of social networks among young people. This harassment can have a direct impact on the appearance of various mental disorders in children and adolescents, which must be treated by psychologists in order to ensure their well-being. To carry out this work, these professionals must be familiar with the most up-to-date intervention techniques in this field.

That is why TECH has focused its efforts on creating this Postgraduate Diploma, a program that will provide students with the most cutting-edge knowledge in the field of School Bullying and Child and Adolescent Mental Health. During 6 months of intensive updating, psychologists will learn the procedures to act in a possible case of bullying. In the same way, they will identify the leading strategies to address the Anxiety or Depression disorder derived from an episode of bullying.

All this, enjoying an exquisite methodology 100% online, which allows students to perfectly combine their excellent learning with their personal and professional obligations. In addition, you will have at your disposal didactic materials in a wide variety of textual and multimedia formats. Through them, you will enjoy a personalized educational experience, completely adapted to your schedule and study preferences.

This **Postgraduate Diploma in School Bullying and Child and Adolescent Mental Health** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in School Bullying and Child and Adolescent Mental Health
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used 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



With this program, you will be able to identify the different psychological pathologies that develop in children and adolescents who have been victims of school bullying”

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Delve, throughout this program, into the most current techniques to address the different mental disorders in young people who are victims of cyberbullying”

The program's teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

Enjoy an enjoyable and effective study through didactic formats such as video or self-assessment exercises.

This 100% online program with no fixed schedules will allow you to easily coordinate your learning with your professional or personal obligations.



02

Objectives

The objective of this program is to provide psychologists with a complete update on intervention in school bullying situations, as well as on good practices to promote the mental health of children and adolescents. Throughout the 3 modules that make up the program, the educational, psychological and social aspects involved in this type of situations are analyzed. In addition, the academic experience will only last 6 months and will be compatible with the students' daily tasks.



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Enjoy the largest digital library in the educational environment, which will allow you to download the syllabus of this Postgraduate Diploma to study at any time you want”



General Objectives

- ♦ Deepen in the prevention and intervention in school bullying
- ♦ Delve into the different areas in which school bullying has an impact
- ♦ Offer a system of in-depth study for a comprehensive approach to school bullying
- ♦ Inquire into the educational, psychological, social and legal aspects of school bullying
- ♦ Acquire in-depth knowledge of the relationship between school bullying and its psychological consequences
- ♦ Describe school conflict management, assertive communication and problem solving tools
- ♦ Explain the tools to know how to prevent school bullying
- ♦ Explain the tools to know how to intervene in school bullying
- ♦ Enable to work collaboratively with all the actors involved in school bullying





Specific Objectives

Module 1. Importance of attachment development and social relationships in school bullying

- ♦ Deepen in what attachment is and to take into account what produces it
- ♦ Take into account the skills necessary to develop attachment
- ♦ Delve into the types of attachment
- ♦ Describe all the aspects involved in attachment
- ♦ Explain what social relationships are
- ♦ Discover how social relationships are produced
- ♦ Understand the impact of social relationships

Module 2. Law as applied to school bullying

- ♦ Delve into the existing laws on child protection
- ♦ Deepen in the preventive and punitive legal measures
- ♦ Get to know responses to bullying from civil law at the international level
- ♦ Explain responses to bullying from international criminal law
- ♦ Describe the legal responsibility of the child
- ♦ Point out the legal responsibility of the parents
- ♦ Inquire into the legal responsibility of the school
- ♦ Understand the legal liability of teachers

Module 3. Childhood and Adolescent Psychopathology

- ♦ Know the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to the child and adolescent stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the child and adolescent stage in each pathological universe
- ♦ Know and study the differential characteristics of each pathological universe according to the DSM-V information
- ♦ Study the existing comorbidities in each pathological universe mentioned



Stay up to date on the latest psychological techniques for treating Child and Adolescent Mental Health"

03

Course Management





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Learn from leading professionals the latest advances in intervention with Psyconeuroimmunology"

Management



Ms. González Rivas, Maria José

- ♦ Specialist in Pre-school Education, Politics and Educational Psychology
- ♦ PhD in Education from the University of Salamanca
- ♦ Master's Degree in Coaching and Emotional Intelligence certified by Bureau Veritas and AICM
- ♦ Master's Degree in University Teaching by CEU Cardenal Herrera University
- ♦ Degree in Philosophy and Educational Sciences and Pedagogy from the University of Salamanca
- ♦ Diploma in Teaching from the University of Santiago de Compostela



Professors

Ms. Rodríguez Ruiz, Celia

- ♦ Clinical Psychologist at EVEL Center
- ♦ Responsible for the Psychopedagogical Area of the Atenea Study Center.
- ♦ Pedagogical Advisor at Cuadernos Rubio
- ♦ Editor of Hacer Familia Magazine
- ♦ Editor of Webconsultas Healthcare Medical Team.
- ♦ Collaborator at the Eduardo Punset Foundation
- ♦ Degree in Psychology from UNED
- ♦ Graduate in Pedagogy from the Complutense University of Madrid.
- ♦ University Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence by the UNED (UNED)
- ♦ Specialist in Clinical Psychology and Child Psychotherapy by INUPSI.
- ♦ Trained in Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions and Communication

Mr. Núñez Mejías, José María

- ♦ Editor-in-Chief and Scriptwriter of articles in Virtual Law
- ♦ Master's Degree in Law from the University of Cáceres
- ♦ Law Degree from the University of Cáceres

04

Structure and Content

The syllabus of this program has been designed with the premise of providing the psychologists with the most updated knowledge in the approach to school bullying and mental health problems in children and adolescents. Each of its 3 broad modules has teaching materials in a wide range of highly varied textual and multimedia supports. Thanks to this, and to its 100% online methodology, the students will enjoy a completely enjoyable, individualized and effective learning.





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TECH has integrated in this program different multimedia material such as videos, infographics and specialized texts to enrich your learning process”

Module 1. Importance of attachment development and social relationships in school bullying

- 1.1. Introduction to the Study of Affective and Social Development
 - 1.1.1. Bowlby's attachment theory
 - 1.1.2. Later contributions to attachment theory
 - 1.1.3. Types of Attachment
- 1.2. Beginning of Affective Relationships
 - 1.2.1. Conditions Necessary for an Attachment to Form
 - 1.2.2. The Formation of the First Attachment
 - 1.2.3. Components of the Attachment Relationship
 - 1.2.4. Evolution of Attachment During Childhood
- 1.3. Development and Evolution of Attachment in Infancy
 - 1.3.1. Theories on Affective Development
 - 1.3.2. Affective Development
 - 1.3.3. Emotional development
- 1.4. Development of Attachment from Adolescence to Adulthood
 - 1.4.1. Attachment in Adolescence
 - 1.4.2. Attachment in Young Adults
 - 1.4.3. Attachment in middle-aged and elderly adults
 - 1.4.4. Differences in Attachment in Adulthood
- 1.5. Development of Personal Identity
 - 1.5.1. The Development of the Self-Concept
 - 1.5.2. Self-Esteem: the Evaluation Component of Self-Esteem
 - 1.5.3. The Development of Self-Control
 - 1.5.4. Concept of Identity
 - 1.5.5. Social Cognition
- 1.6. Peer-to-Peer Relationships
 - 1.6.1. Relationships between colleagues
 - 1.6.2. Sibling relationships
 - 1.6.3. Relationships between friends
 - 1.6.4. Social interactions in play, aggression, and prosocial behavior
 - 1.6.5. Peer power relationships
 - 1.6.6. Factors of social experience





- 1.7. Social Development in Adolescence
 - 1.7.1. Theories of development of social relationships
 - 1.7.2. Self-Concept and Self-Esteem
 - 1.7.3. Family Relationships
 - 1.7.4. Relationships with Peers
- 1.8. Moral in Childhood
 - 1.8.1. Development of Moral Concept
 - 1.8.2. Moral Thinking
 - 1.8.3. Moral Behavior
 - 1.8.4. Values
- 1.9. Early Promotion of Emotional Development
 - 1.9.1. Factors that Determine Parental Performance
 - 1.9.2. Intervention Models
 - 1.9.3. Parental Educational Styles
- 1.10. Intervention in Social Development
 - 1.10.1. Family Education and Social Competence
 - 1.10.2. Assessment of social competence in children
 - 1.10.3. Development of social competence in children
 - 1.10.4. Prevention of Antisocial Behavior

Module 2. Law as applied to school bullying

- 2.1. Legal qualification of the main behaviors of school bullying
 - 2.1.1. Common elements
 - 2.1.2. Legal qualification of bullying
- 2.2. Criminal and civil liability of minors at the international level
 - 2.2.1. Minors
 - 2.2.2. Parents and legal guardians
 - 2.2.3. International legal protection of minors
- 2.3. Legal protection of minors at the international level
 - 2.3.1. Characteristics of the legal protection of minors
 - 2.3.2. Basic concepts of the legal protection of minors
 - 2.3.3. Application of the laws directed towards the protection of minors

- 2.4. Legislative framework for the protection of children at the international level
 - 2.4.1. Legislative response for child protection in educational centers, in the family environment and on the Internet in different countries
 - 2.4.2. Civil liability in school bullying across different countries
 - 2.4.3. Subsidiary liability of schools in different countries
- 2.5. Instruments for schools to deal with school bullying
 - 2.5.1. Prevention tools
 - 2.5.2. Instruments for action
- 2.6. Juvenile Justice at the international level
 - 2.6.1. Legal procedure
 - 2.6.2. Legal measures
 - 2.6.3. Phases of the judicial process
- 2.7. The psycho-pedagogical report
 - 2.7.1. School Report
 - 2.7.2. Reasons for appraisal
 - 2.7.3. Writing the results
 - 2.7.4. Writing the conclusions
- 2.8. Clinical Report
 - 2.8.1. Clinical Report
 - 2.8.2. Reason for interview
 - 2.8.3. Results and conclusions
 - 2.8.4. Intervention proposal
- 2.9. Expertise of minors
 - 2.9.1. The Interview
 - 2.9.2. Measuring Tools
 - 2.9.3. Report Structure and Content
 - 2.9.4. Characteristics in Juvenile Offenders
 - 2.9.5. Observation in the Judicial Context
- 2.10. Expertise of mistreatment
 - 2.10.1. The profile of the abuser
 - 2.10.2. The profile of the victim
 - 2.10.3. The Dynamics of the Abusive Relationship
 - 2.10.4. Types of aggression



Module 3. Childhood and Adolescent Psychopathology

- 3.1. Neurodevelopment Disorders
 - 3.1.1. What are Neurodevelopmental Disorders?
 - 3.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
 - 3.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 3.2. Schizophrenia Spectrum Disorders and Other Psychotic Disorders
 - 3.2.1. What are Schizophrenia Spectrum Disorders and other Psychotic Disorders?
 - 3.2.2. Disorders Included in the Diagnostic Category of Schizophrenia Spectrum Disorders and Other Psychotic Disorders"
 - 3.2.3. Childhood Schizophrenia
- 3.3. Bipolar and Related Disorders
 - 3.3.1. What are Bipolar and Related Disorders?
 - 3.3.2. Disorders Included in the Diagnostic Category of Bipolar and Related Disorders"
 - 3.3.3. Bipolar Disorders in Childhood and Adolescence
- 3.4. Depressive Disorders
 - 3.4.1. Types of depressive disorders
 - 3.4.2. Disorders Included in the Diagnostic Category "Depressive Disorders"
 - 3.4.3. Childhood depressive disorders
- 3.5. Anxiety Disorders
 - 3.5.1. Anxiety Disorders
 - 3.5.2. Types of Anxiety Disorders included in the DSM-V
 - 3.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence
- 3.6. Obsessive Compulsive Disorder and Related Disorders
 - 3.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
 - 3.6.2. Disorders Included in the Diagnostic Category of Obsessive-Compulsive Disorder and Related Disorders"
 - 3.6.3. Obsessive-Compulsive Disorder in Childhood and Adolescence
- 3.7. Trauma and Stress-Related Disorders
 - 3.7.1. What are Trauma-Related Disorders and Stressors?
 - 3.7.2. Disorders Included in the Diagnostic Category of "Disorders Related to Trauma and Stressors"
 - 3.7.3. Traumatic Disorders in Childhood and Adolescence
- 3.8. Dissociative Disorders
 - 3.8.1. Characteristics of Dissociative Disorders
 - 3.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"
 - 3.8.3. Dissociative Disorders in Childhood and Adolescence
- 3.9. Somatic Symptom Disorders and Related Disorders
 - 3.9.1. What are Somatic Symptom Disorders and Related Disorders?
 - 3.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
 - 3.9.3. Somatic symptomatology in childhood and adolescence
- 3.10. Eating and Food Ingestion Disorders
 - 3.10.1. What are Eating and Food Intake Disorders?
 - 3.10.2. Eating and Food Intake Disorders included in the DSM-V
 - 3.10.3. Relevant Data on Eating and Food Intake Disorders in Childhood and Adolescence



*Enroll and complete your update
in this field of Psychology in only
450 hours"*

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.



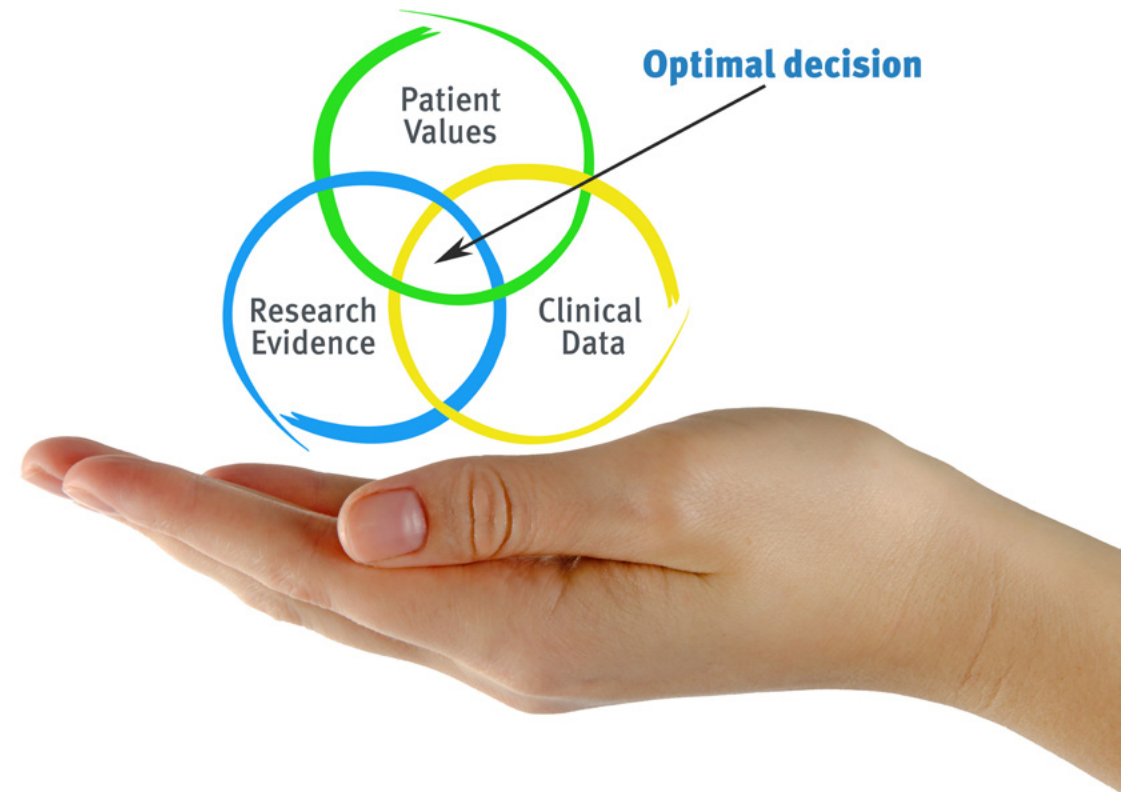
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.



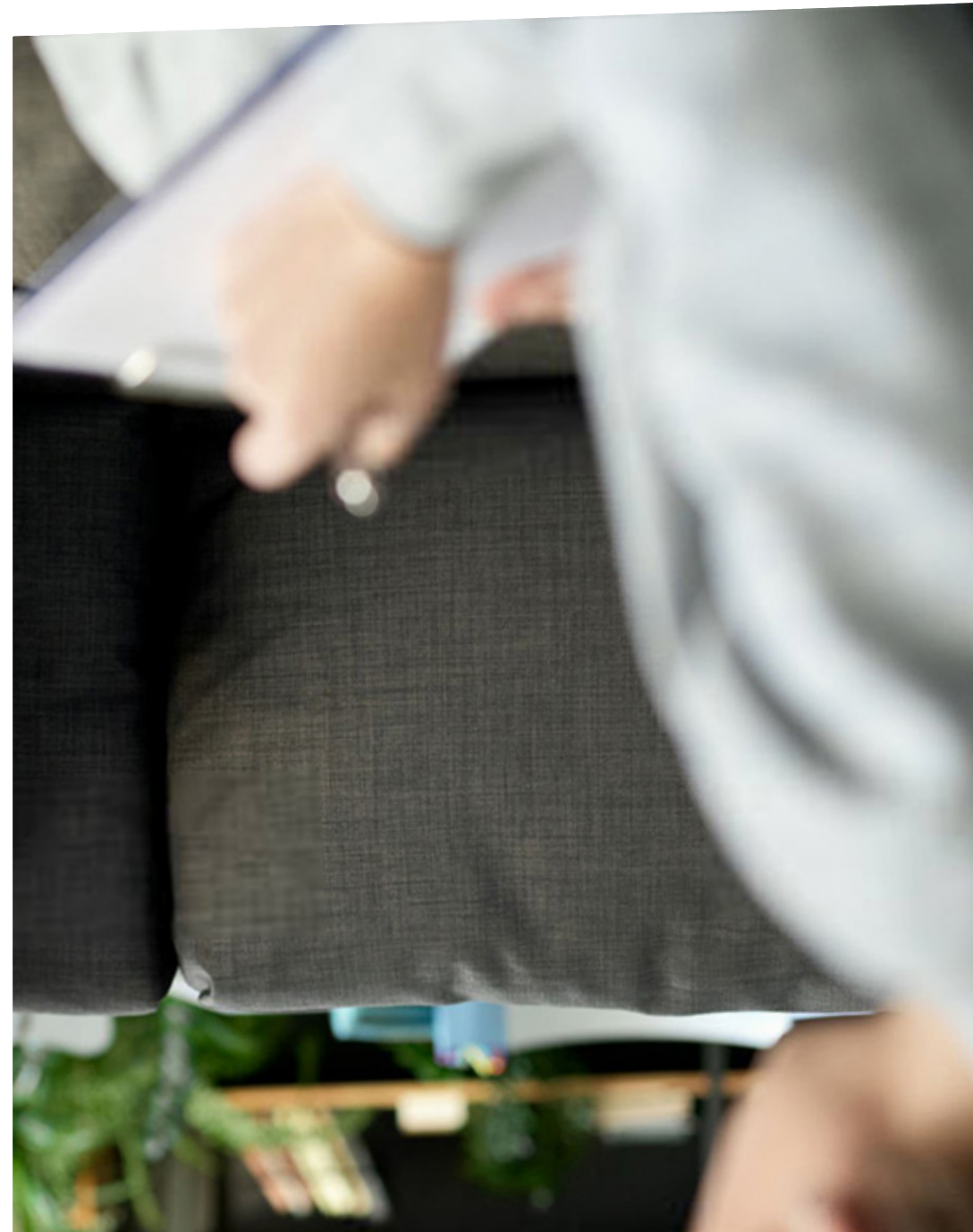
According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that 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 School Bullying and Child and Adolescent Mental Health guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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

This private qualification will allow you to obtain a **Postgraduate Diploma in School Bullying and Child and Adolescent Mental Health** 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 School Bullying and Child and Adolescent Mental Health**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

tech global
university

personalized service innovation

knowledge present

online training
Postgraduate Diploma
School Bullying and Child
and Adolescent Mental Health

development languages

virtual classroom

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

Postgraduate Diploma

School Bullying and Child and Adolescent Mental Health

