

Postgraduate Diploma

Psychotherapy of Neurosis
and Psychosomatics with
Time-Limited Psychotherapy





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Psychotherapy of Neurosis and Psychosomatics with Time-Limited Psychotherapy

- » Modality: online
- » Duration: 3 months
- » Certificate: TECH Global University
- » Accreditation: 26 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychotherapy-neurosis-psychosomatics-time-limited-psychotherapy

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01

Introduction

The Time Limited Psychotherapy approach focuses on identifying and specifically treating neurotic and psychosomatic symptoms within a defined time frame. In fact, the effectiveness of this modality lies in its ability to set clear and realistic goals at the beginning of treatment, allowing for a more structured and targeted intervention. In addition, it relies on techniques such as cognitive-behavioral therapy and brief psychodynamic therapy, which have proven to be useful in treating specific disorders. In this context, TECH has implemented this comprehensive program, 100% online and totally flexible, so that only an electronic device connected to the Internet is needed to access the didactic materials. In addition, it is supported by the revolutionary Relearning methodology.



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With this 100% online Postgraduate Diploma, you will acquire a deep and specific knowledge about neurotic and psychosomatic disorders, as well as brief but effective intervention techniques”

Time Limited Psychotherapy has gained relevance due to the growing need for efficient and concise therapeutic approaches in a world where time and resources are limited. This approach is useful in the treatment of neurotic and psychosomatic disorders, where the clarity of treatment goals and structure of treatment helps patients manage and improve their symptoms.

At this juncture, this Postgraduate Diploma is born, which will focus on analyzing illness as a messenger that reveals underlying pain and damage, not just as a set of isolated symptoms. Therefore, psychologists will work beyond the immediate symptoms, connecting with the core of the patient's experiences and perceptions. This will involve understanding how relationships in the mesocontext (such as family and work) can perpetuate certain emotional deficits.

Also, the importance of personalizing treatment will be addressed, urging therapists to create a unique intervention protocol for each patient. The ability to identify the emotional and chemical dynamics at play will also be emphasized, as well as the impact of interactions on the patient's well-being. In fact, this approach will build an intervention that is more focused and sensitive to the individuality of the affected person.

Finally, the different phases of the intervention with PTL will be delved into, from the initial presence and pacing, to the direct intervention on the traumatic emotional memory. In this sense, professionals will be present from the very beginning, appreciating the importance of love and emotion in problem solving.

In this way, TECH has developed this complete program, totally online and adaptable to the individual needs of the students, so that they will not need to travel to a physical center or adjust to pre-established schedules. In addition, the program is based on the innovative Relearning methodology, which consists of the reiteration of key concepts for an optimal and organic assimilation of the contents.

This **Postgraduate Diploma in Psychotherapy of Neurosis and Psychosomatics with Time-Limited Psychotherapy** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Psychotherapy of Neurosis and Psychosomatics with Time-Limited Psychotherapy
- ♦ The graphic, schematic and practical contents with which it is conceived provide scientific and practical information on those 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



You will be able to offer more accessible treatments and better manage the therapeutic time, increasing the improvement of clinical results, all through the best didactic materials, at the forefront of technology and education”

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You will propose interventions that allow the patient to execute the healing process, focusing on what maintains the problem, not only on its origin, thanks to a vast library of innovative multimedia resources”

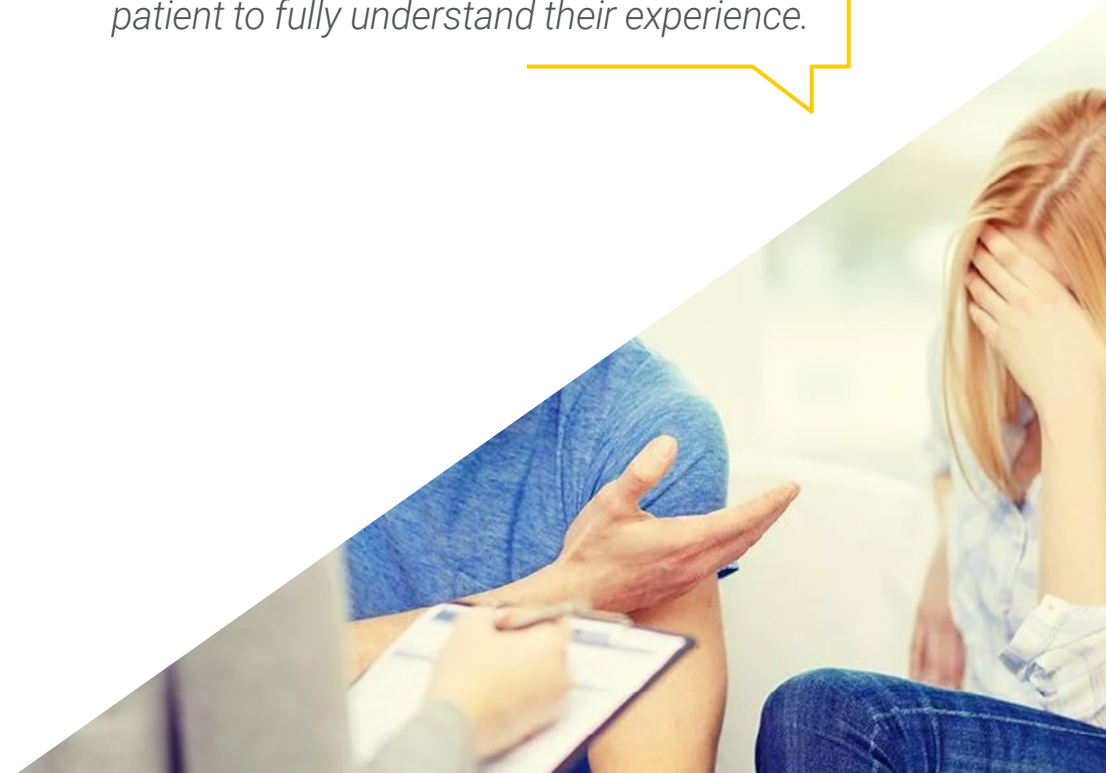
The program's teaching staff includes professionals from the sector who contribute their work experience to this specializing program, as well as renowned specialists from leading societies and prestigious universities.

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 course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will detect indicators of health and disease in the relationships of the patient's close environment (mesocontext), understanding the interactions between different family and chemical dynamics. Enroll now!

Bet on TECH! With this program you will not limit yourself to the connection with the symptom, but will explore the emotional and relational context of the patient to fully understand their experience.



02

Objectives

The main objective of the university program will be to specialize highly qualified therapists in the identification and effective treatment of neurotic and psychosomatic disorders through brief and focused intervention techniques. Therefore, professionals will be equipped with the tools to understand the dynamics that contribute to these disorders, allowing them not only to address the symptoms, but also to access the emotional and contextual roots of the discomfort. In addition, emphasis will be placed on creating personalized interventions, which respect the individual patient's perception and promote self-management and resilience.



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*You will develop skills to effectively intervene
traumatic emotional memory and strengthen healthy
bonds in the patient's environment, facilitating lasting
and meaningful change in a limited amount of time”*



General Objectives

- Describe and develop intervention models for Time Limited Psychotherapy
- Master the neurological and biochemical laws that show how, with other models, patients do not change their emotional response despite intervention
- Describe the arsenal of technology that allows patients to change their traumatic memories into memories of remembrance
- Explain the bonding relationship that is established between the patient and the therapist (reciprocal interaction)





Specific Objectives

Module 1. Contexts in the development of self-concept

- ♦ Allow the disease to be a messenger that tells where the pain and harm is
- ♦ Prevent the patient from connecting only with the symptom
- ♦ Know that the reality for patients is what they record in their brain, and not so much what could have happened
- ♦ Discover how in the relationships of the mesocontext, micro deficiencies are maintained
- ♦ Detect indicators of health and disease in relationships in the mesocontext

Module 2. Scientific and Neurobiological Basis of PTL

- ♦ Know that the territory of intervention is more in the virtual realm than in what happens
- ♦ Discover that what is important is not what happens but what the patient does with what happens
- ♦ Know that the reality for patients is what they record in their brain, and not so much what could have happened
- ♦ Identify the chemical families and interactions between them

Module 3. Phases in PTL Intervention

- ♦ Emphasize what we feel with the patient and above all what the patient feels with our actions
- ♦ Empower students not to have protocols for disorders, but to make a different intervention protocol for each patient
- ♦ Not to be so much in solving as in building
- ♦ Develop the different phases of intervention with PTL

Module 4. Universe of Intervention with PTL

- ♦ Propose from the very beginning to be present, to accompany and intervene in the traumatic emotional memory. In return, the patient is the one who executes the whole process
- ♦ Appreciate the importance of love and emotion in the solution
- ♦ Take into account not only what produced the problem, but also what maintains it
- ♦ Organize the patient's own mechanisms to manage their conflict



You will effectively manage therapeutic time, adapting to the current demands of mental health care and promoting meaningful clinical outcomes in a limited period of time”

03

Course Management

This academic program includes the most specialized teaching staff in the current educational market. They are specialists selected by TECH to develop the whole syllabus. In this way, starting from their own existence and the latest evidence, they have designed the most up-to-date content that provides a guarantee of quality in such a relevant subject.



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TECH offers the most specialized teaching staff in the field of study. Enroll now and enjoy the quality you deserve”

International Guest Director

Dr. Robin Gay is a clinical psychologist specialized in the treatment of substance use disorders and co-occurring conditions. With a particular focus on the effects of these conditions on cognitive functioning, her work has sought to understand how these influences impact treatment outcomes. In addition, her interest in enhancing the recovery of her patients has led her to develop innovative programs in mental health and addiction care.

Throughout her professional career, she has held significant roles in prestigious institutions. As such, she has been the Director of Psychological Services at Fernside, an addiction recovery program unique to McLean Hospital, which specializes in the treatment of substance use disorders and co-occurring conditions, where she has led diverse teams to provide comprehensive and personalized treatment. Likewise, her research work has been presented at numerous congresses and conferences, having received the prestigious Sidney Orgel Award, given by the New York State Psychological Association, where she has also been elected Secretary and served on the board of directors, demonstrating her commitment to the development and promotion of mental health.

In turn, she has published several articles in peer-reviewed journals, exploring the relationship between substance use and cognitive functioning. In fact, her research has brought new approaches to addiction treatment and has significantly influenced clinical practice nationally and internationally. On the other hand, her academic career has included a doctorate in Clinical Psychology from the New School for Social Research in New York, as well as a pre-doctoral internship at Mount Sinai Hospital in Manhattan, where she acquired valuable skills in the management of complex disorders.



Dr. Gay, Robin

- Director of Psychological Services at the Fernside Program at McLean Hospital, Boston, United States
- Secretary of the New York State Psychological Association
- Doctorate in Clinical Psychology from the New School for Social Research
- Bachelor's Degree in Psychology from Marlboro College
- Sidney Orgel Award of the New York State Psychological Association
- Member of: Commonwealth of Massachusetts Board of Registration of Psychologists

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Thanks to TECH, you will be able to learn with the best professionals in the world”

04

Structure and Content

The contents of the academic program have been designed to explore how the patient's experiences and perceptions affect their mental and physical reality, emphasizing the understanding of illness as a messenger of internal conflict and trauma. Students are instructed in techniques to prevent the patient from focusing exclusively on the symptom, and instead, uncover the underlying dynamics in their relational and emotional context (mesocontext). In addition, psychologists will delve into the identification of indicators of health and illness and the management of traumatic emotional memory.





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You will focus on the personalization of treatment, avoiding generic protocols to adapt specific interventions to each individual, all with the support of the Relearning methodology, a pioneer in TECH”

Module 1. Contexts in the Development of Self-Concept

- 1.1. Microcontext
- 1.2. The Self, the You and the Other
- 1.3. Basic Reference Person
- 1.4. Basic Trust
- 1.5. Establishment of Emotional Patterns
- 1.6. Vital Script that Sculpts our Destiny
- 1.7. Traumatic Emotional Memory
- 1.8. Self-Dialogue
- 1.9. Channels of Conflict Expression
- 1.10. Basic Desires
- 1.11. Attachment
- 1.12. Containment
- 1.13. Delimitation
- 1.14. Endogenous Primary Basic Desires
- 1.15. Basic Secondary Desires
- 1.16. Mesocontext
- 1.17. Basic Conflicts
- 1.18. Macro Context

Module 2. Scientific and Neurobiological Basis of PTL

- 2.1. Globalizing Model of Brain Functioning
- 2.2. Hemispheric Specialization
- 2.3. Hemispheric Lateralization in Hypnosis
- 2.4. More Cerebral Verticality than Horizontality
- 2.5. Rivers of Chemistry
- 2.6. Chemical Families and Interactions Between Them
- 2.7. Theory of the Etiology of Mental Health and Mental Illness
- 2.8. Health Model: Conscious Emotional Bonding
- 2.9. Illness Model: Time-Limited Psychotherapy



Module 3. Phases in PTL Intervention

- 3.1. Meeting and Marking Phase
- 3.2. Discovering Suffering
- 3.3. Showing Compassion
- 3.4. Establishing Hope for Change
- 3.5. Valuing Introspection
- 3.6. Unframing and Displacement Phase
- 3.7. Achieving New Neurological Pathways to Block Traumatic Memory Inertia
- 3.8. Self-Discovery
- 3.9. Restoration and Resolution Phase
- 3.10. Harmonizing the Past in a Present that Empowers the Future
- 3.11. The Important Thing is Not to Know What to Do, but to be Able to Do it

Module 4. Universe of Intervention with PTL

- 4.1. Simple Phobias
- 4.2. Agoraphobia
- 4.3. Panic Disorders
- 4.4. Generalized Anxiety Disorder
- 4.5. Obsessive Compulsive Disorder
- 4.6. Post-Traumatic Stress Disorder
- 4.7. Affective Disorders
- 4.8. Eating Disorders
- 4.9. Psychosomatic Disorders
- 4.10. Tobacco Use
- 4.11. Chronic Pain
- 4.12. Intervention in the Operating Room
- 4.13. Labor and Delivery Preparation



Make the most of this opportunity to learn about the latest advances in this subject to apply it to your daily practice”

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 Psychotherapy of Neurosis and Psychosomatics with Time-Limited Psychotherapy 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 Psychotherapy of Neurosis and Psychosomatics with Time-Limited Psychotherapy** 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.

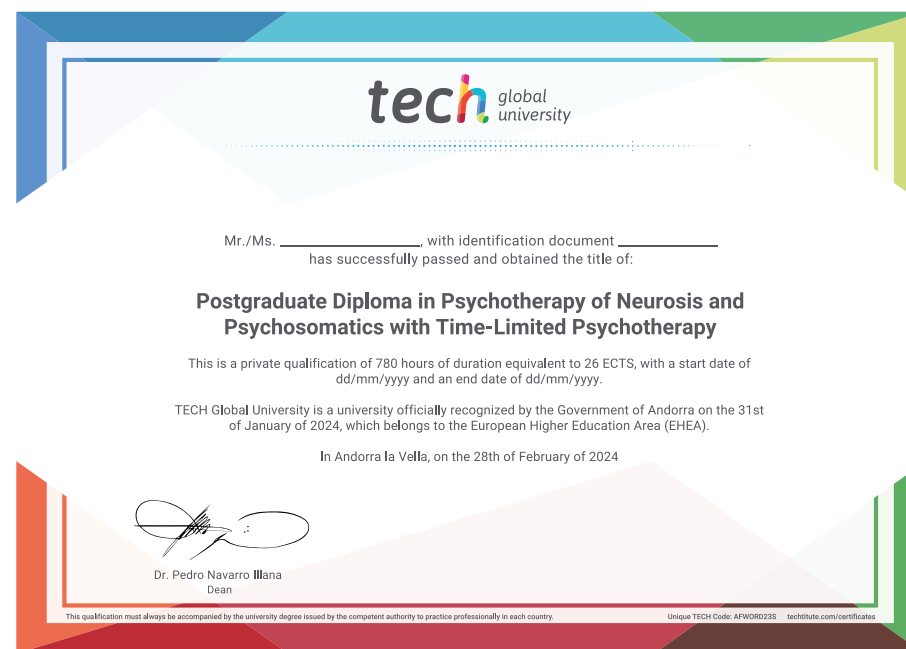
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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