

Professional Master's Degree

Child and Adolescent Psychopathology





Professional Master's Degree Child and Adolescent Psychopathology

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/professional-master-degree/master-child-adolescent-psychopathology

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01

Introduction

The psychopathological disorders that can be observed during growth, from childhood to adolescence, are varied and can considerably affect the psychosocial and cognitive development of the patient. For this reason, the specialized intervention of a professional in this field in its clinical management is essential, not only in the speed of diagnosis, but in the application of appropriate therapeutic treatment, to thus begin to improve, as far as possible, their quality of life as soon as possible. Therefore, psychologists must have detailed knowledge of the latest developments related to this field, which allow them to work with the therapies and strategies that are having the best results at present. For this reason, TECH has developed this intensive and comprehensive program 100% online, so that the graduates can catch up in a comprehensive manner and without worrying about fixed schedules and face-to-face classes.





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TECH offers you the most complete program in Child and Adolescent Psychopathology, so that you can get up to date on all the latest developments in this field, in a 100% online modality, and in just 12 months”

Child and Adolescent Psychopathology is a subspecialty within this science that covers from mental deficiencies to emotional and behavioral disorders, as well as legal and forensic psychology in children and adolescents. The professionals who are dedicated to this area handle diverse clinical cases in their practice, situations in which the emotional, cognitive and behavioral development of the patients have been considerably affected by the pathology they are suffering from, which is why their intervention is necessary.

Moreover, in most situations, the infant's quality of life is determined by the disorder, which is why families turn to specialists for help and guidance. That is why specialists must know in detail the latest developments related to this area, in order to be able to offer an austere service, specific and adapted to each case, something that you will be able to work on with this Professional Master's Degree.

It is an intensive, innovative and comprehensive degree developed over 12 months and includes 1,500 hours of the best theoretical and practical content related to Child and Adolescent Psychopathology. Through a syllabus designed by experts in the field, the graduate will be able to delve into the most effective guidelines related to evaluation and diagnosis, as well as the characteristics of the most frequent disorders. In addition, special emphasis is placed on the role of families in the evolutionary context of the conditions, as well as on the leading intervention treatments currently available.

A program with which the professionals will be able to work on perfecting their skills and updating their knowledge from wherever they wish and with a schedule fully adapted to their availability. Its convenient 100% online format is compatible with any electronic device with internet connection, in addition to the possibility of downloading the entire content for consultation, even after the educational experience is over.

This **Professional Master's Degree in Child and Adolescent Psychopathology** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Practical cases presented by experts in Psychology
- ♦ 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 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 electronic device with an Internet connection



A Professional Master's Degree designed to delve into the autism spectrum disorders and developments related to assessment tools for diagnosis and treatment"

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TECH gives you the opportunity to take advantage of any free time to follow the program: you can connect to the Virtual Classroom whenever you wish and from any electronic device with internet connection”

The program's teaching staff includes professionals from the 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 professional 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 program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

Would you like to get up to date on the latest developments related to neurodevelopment disorders? You have before you the perfect option: comfortable and adapted to your academic needs. Are you going to pass it up?

You will be able to update your knowledge in relation to behavior modification techniques, as well as systemic, strategic and constructivist therapies.



02

Objectives

Given the importance of the role of the professionals in the diagnosis, evaluation and treatment of child and adolescent patients suffering from psychopathologies, TECH has developed this comprehensive program with the aim that the specialists can know in detail the latest developments related to this field. In addition, it is a program with which you can improve your skills in the clinical management of these cases, through the updating of their knowledge and practical work, being able to delve into the most effective therapeutic strategies and the management of the best tools in terms of psychological innovation.



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If one of your objectives is to master strategic and constructivist therapies, with this program you will not only achieve it, but you will delve into the most effective tools for its application”



General Objectives

- ♦ Manage current knowledge of childhood and adolescent disorders in the field of mental and social health
- ♦ Prepare graduates to achieve the therapist-patient bond in these ages
- ♦ Identify the agents that coexist with the child and adolescent, and discover their incidence on the subjects psychopathology
- ♦ Develop the mastery of the Time Limited Psychotherapy model within the framework of third generation Psychotherapies
- ♦ Describe the protocols of the intervention programs with this type of patients (children and adolescents), taking into account the characteristics and aspects of these ages
- ♦ Identify the evolution of the different disorders listed in the DSM-5 or ICD-10
- ♦ Master the fields of medical-psychologist interaction in treatments of children and adolescents
- ♦ Provide the professional with all the up-to-date references on diagnosis, intervention and therapeutic process in children and adolescents
- ♦ Describe with decision protocols the individualized study of the child and adolescent to perform a rigorous psychopathological study
- ♦ Use decision trees to permanently perform differential diagnosis
- ♦ Frame all the information within a multidisciplinary framework model in the study of the biopsychosocial framework of the child and adolescent



Specific Objectives

Module 1. History of Psychology: Child and Adolescent Psychopathology

- ♦ Know the most Influent psychological currents of the history of this discipline
- ♦ Study and know how child and psychopathology psychology emerged and the importance of the study of children and adolescents in the field of psychology
- ♦ Gain knowledge about the development and the differences between what is considered normal and what is considered pathological in the childhood and adolescence stage
- ♦ Study the influential theories of child development in relation to their influence on child and adolescent psychopathology

Module 2. Therapeutic Relation with the Child Assessment and Diagnosis Process in Child and Adolescent Psychopathology

- ♦ Know the process of the therapeutic relationship with the child and adolescent and the most appropriate knowledge forms of communication for the success of therapy in the child and adolescent stage
- ♦ Know the assessment and diagnosis process used with patients in the child and adolescent stage
- ♦ Study the assessment instruments and the areas of importance to be assessed in the child and adolescent stage
- ♦ Study how the family is involved in therapy with minors

Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family

- ♦ Get to know the influence of developmental contexts on childhood and adolescent psychopathologies
- ♦ Study the differences between the “autonomous self”, the “social self” and the “family self”
- ♦ Know the characteristics that make a family pathological, the existing conflictive bonds and the influence of the family environment in the development of psychopathologies in the child
- ♦ Study the modulating risk and protective factors for child and adolescent mental health

Module 4. Pathological Universes in Childhood and Adolescence (I)

- ♦ Know the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to the childhood and adolescence stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the childhood and adolescence 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

Module 5. Pathological Universes in Childhood and Adolescence (II)

- ♦ Know other pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to the childhood and adolescence stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the childhood and adolescence 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
- ♦ Know and study other problems that can be targeted clinical care in childhood and adolescence

Module 6. Intelligence

- ♦ Know the history of the concept of intelligence
- ♦ Study and differentiate the authors and their theories on intelligence
- ♦ Investigate intervention programs related to learning abilities
- ♦ Know the method of evaluation and diagnosis of intelligences
- ♦ Know and differentiate the concept of intellectual disability and high abilities

Module 7. Personality Disorders in Childhood and Adolescence

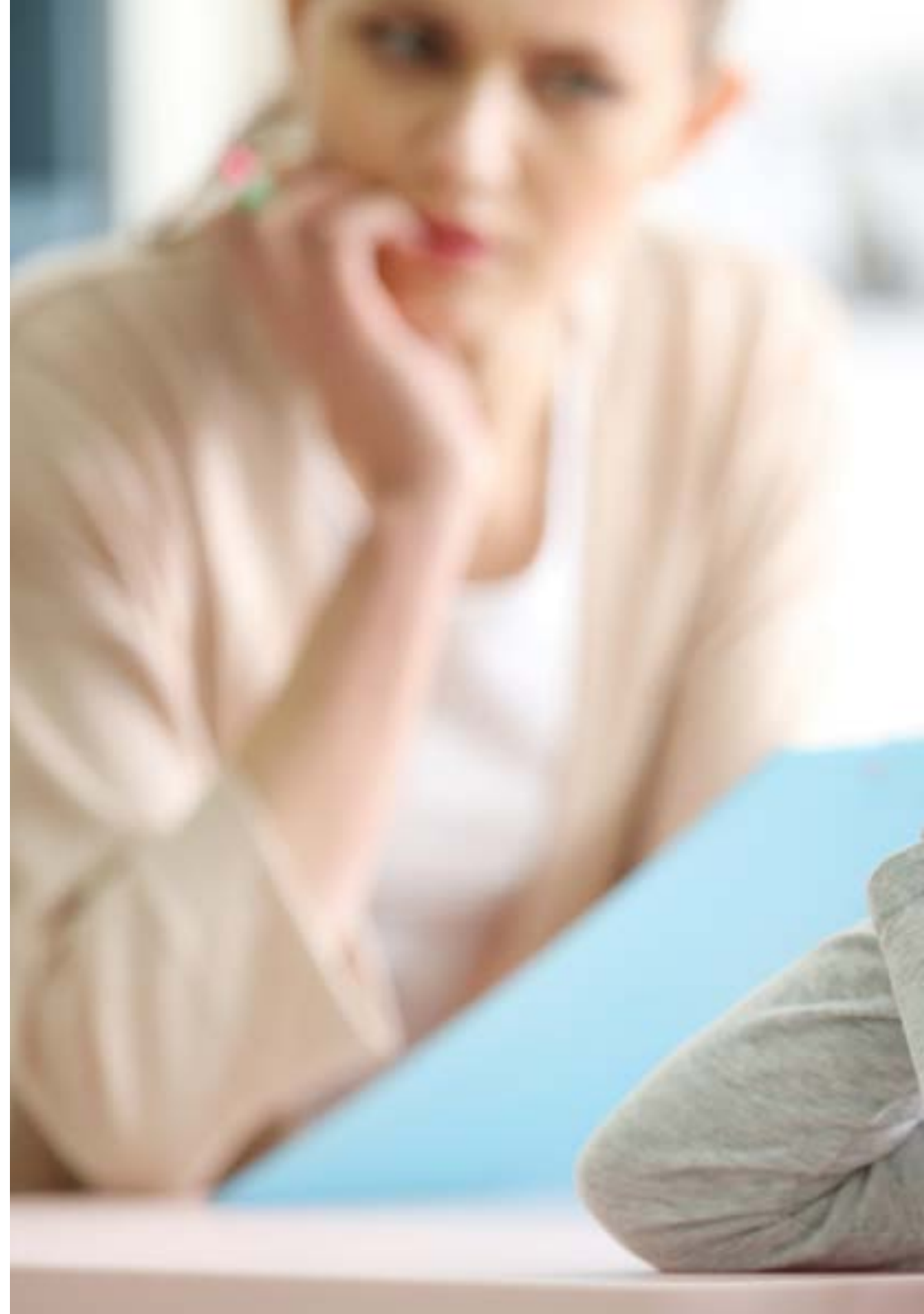
- ♦ Know and differentiate personality disorders from the pathological universe in childhood and adolescence
- ♦ Study the differences among childhood personality disorders
- ♦ Personality disorders in childhood and adolescence
- ♦ Study the personality universe in the child and adolescence stage

Module 8. Autism Spectrum Disorder

- ♦ Know the changes that have occurred in the diagnostic categorization of disorders on the autism spectrum
- ♦ Study the myths and truths of autism that exist in the world and that can cause stereotyping in children with ASD
- ♦ Knowing the possible theories on the origin of ASD
- ♦ Study the main intervention methods for children with ASD
- ♦ Learn the importance of early diagnosis in children with ASD

Module 9. Others Related Problems

- ♦ Study other relevant problems that may appear in the psychological consultation
- ♦ Know the repercussion of emotional problems in the optimal development of children
- ♦ Study the addiction fads in children and their possible effects on their development
- ♦ Know the problems of the third world that harm the normal psychological development of children





Module 10. Treatment and Intervention of Child and Adolescent Psychopathologies. General Treatment Principles

- ♦ Know and study the main treatments for psychopathologies in childhood and adolescence
- ♦ Study the different modulating theories of human behavior in childhood
- ♦ Get to know the future perspectives in the treatment of childhood and adolescent psychopathologies

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TECH designs its programs always thinking about the educational needs of its graduates and the requirements of the professional sector. In this way, they will be able to surpass any objective they set out to achieve”

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

With a solid career in the field of **mental health**, Dr. Fairlee C. Fabrett is considered a true international reference. The expert has a prominent professional and research career, focused on improving the quality of **psychological care** in general, but with special emphasis on the approach to **child and adolescent patients**.

For more than a decade, the specialist has maintained a continuous link with the prestigious **McLean Hospital of Mass General Brigham**. At that institution, she has led several clinical projects. Among other roles, she has been involved in the **supervision** of innovative **treatment models**. Along with the rest of the team in the **Division of Child and Adolescent Psychiatry**, he has also implemented comprehensive, multidisciplinary work strategies to address disorders such as **Anxiety, Emotional and Mood Dysfunction**.

Her commitment to the training of other specialists has prompted her to develop an internship program for graduate students in Psychology. An academic training that not only aligns with the functions of McLean Hospital, but provides a holistic view on the most disruptive therapeutic trends. In addition, he is responsible for the adaptation and implementation of several outpatient treatment manuals, with significant therapeutic results.

At the same time, she runs a **Clinical Fellowship Program** designed to provide recent graduates with specific training to become **counselors or community residency coordinators**. Most of the graduates of this initiative have played a crucial role in supporting the **integration and motivation** of children and adolescents with mental health problems, both inside and outside McLean Hospital itself.

Also noteworthy is the **careful preparation** that Dr. Fabrett has sustained throughout her professional experience. A graduate of Arizona State University with a Ph.D. in **Clinical Psychology**, she has pursued advanced studies at Harvard University.



Dr. Fabrett, Fairlee C.

- ♦ Director of the Division of Child and Adolescent Psychiatry at McLean Hospital, Belmont, USA
- ♦ Academic of Psychiatry at Harvard University
- ♦ Psychologist at Cambridge Health Alliance, Cambridge, Cambridge, UK
- ♦ Doctorate in Clinical Psychology from Arizona State University
- ♦ B.S. in Psychology from the University of Arizona
- ♦ Clinical Psychology Fellowship at Harvard Medical School, Harvard Medical School
- ♦ Academic Post-Doctoral Fellowship at McLean Hospital

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

04 Skills

Upon completing this program, the psychology specialists will have perfected their professional skills thanks to the exhaustive updating of their knowledge related to the psychopathological management of child and adolescent patients. In addition, they will be able to master the clinical strategies and therapeutic treatments that are currently having the best results. As a result, the professionals will be able to offer their patients an approach based on the most recent scientific developments and the recommendations of a team of experts in the field.



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A perfect opportunity to perfect your skills in handling the means for the evaluation and diagnosis of child and adolescent patients”



General Skills

- ♦ Manage child and adolescent psychopathology to create a framework of security in the diagnosis and subsequent prognosis
- ♦ Master relationships in order to achieve an adequate bond to obtain the necessary information to carry out the diagnosis
- ♦ Connect with the children and adolescents to determine the most relevant agents in their history and from there to obtain their clinical history
- ♦ Appreciate all the elements of communication in order to know not only what the patients expresses, but also what they feel and perceive
- ♦ Describe the different models that explain the state of the patient in order to make decisions regarding the psychopathological situation of the patient
- ♦ Identify the different criteria that currently establish the expression of psychological illness in order to establish an adequate intervention in the patient
- ♦ Describe and propose clinical expressions that, although not listed in diagnostic manuals are common in everyday clinical practice, in order to have an adequate psychopathological study
- ♦ Master the multidisciplinary relationship to help and assist with the knowledge of other professionals and perform a psychopathological analysis according to the subject's reality





Specific Skills

- ♦ Generate an adequate link to enable the psychopathological study of the child or adolescent
- ♦ Preparation and master the relationship at the first meeting with the child or adolescent
- ♦ Develop the therapeutic relationship from the first session as an authority
- ♦ Identify the point at which you have to set limits for the patient
- ♦ Find out the patient's emotional memories
- ♦ Dominate and manage the relationship until it becomes a referential person
- ♦ Describe and specify the inheritance of the patient's conflict
- ♦ Find out and promote the child's or adolescent's psychic fabric
- ♦ Identify the experiential core of the patient
- ♦ Establish in the relationship the concepts of accompaniment, containment and escort
- ♦ Understand and manage the current symptoms of the Child and Adolescent Psychopathology
- ♦ Develops protocols that differentiate between the healthy and developmental aspects of child and adolescent illnesses
- ♦ Identify intrapsychic conflicts and emotional schemes of the patient
- ♦ Differentiate the etiologies of mental disorders in children and adolescents
- ♦ Describe the emotions felt by the patients and the actors around them
- ♦ Discover the masks and expressions of psychic illness in childhood and adolescence
- ♦ Understand and master the techniques of staging, rescue and outcome of the evaluation process
- ♦ Identify and promote the expression of corrective emotional experiences
- ♦ Elaborate and develop the possible type of child that is the patient

05

Structure and Content

For the development of the content of this degree, TECH has taken into consideration the criteria of the teaching team, which has been responsible for selecting the information included in the syllabus based on the demanding criteria of quality, timeliness and completeness that define this university. Thanks to this, it has been possible to create a complete and highly capacitating Professional Master's Degree, with the extra advantage of being presented in a convenient and accessible 100% online format. In addition, the graduates will have hundreds of hours of high-quality additional material (detailed videos, images, dynamic summaries of each unit, research articles, complementary readings and clinical cases) so that they can delve deeper into each section. This ensures a highly customizable, dynamic and immersive educational experience.





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In the Virtual Classroom, you will find clinical cases of patients with different disorders, such as depressive or anxiety disorders, so that you can put your skills into practice in a simulated way”

Module 1. History of Psychology: Child and Adolescent Psychopathology

- 1.1. Background of General Psychology
 - 1.1.1. The Birth of Scientific Psychology
 - 1.1.2. Psychology In the First Half of the 20th Century
 - 1.1.3. Psychology In the Second Half of the 20th Century
- 1.2. Child Psychology. Why Should We Study Children?
 - 1.2.1. What is Child Psychology?
 - 1.2.2. Developmental Psychology
 - 1.2.3. Why Should We Study Children?
 - 1.2.4. Topics of Study in Developmental Psychology
- 1.3. Historical Evolution of Child and Adolescent Psychopathology
 - 1.3.1. What is Child and Adolescent Psychopathology?
 - 1.3.2. Historical Evolution of Child and Adolescent Psychopathology
 - 1.3.3. Methodological Foundations of Child Psychopathology
- 1.4. Normal Psychological Development
 - 1.4.1. What is Normal Psychological Development?
 - 1.4.2. Factors Influencing Normal Psychological Development
- 1.5. Theories of Child Development
 - 1.5.1. What Are Child Development Theories?
 - 1.5.2. Main Theories of Child Development
- 1.6. Evolution and Transitions between Normal and Pathological
 - 1.6.1. What is Normal?
 - 1.6.2. What is a Psychopathological Problem?
 - 1.6.3. Transitions between Normal and Pathological
- 1.7. General Etiology of Psychopathological Disorders in Childhood
 - 1.7.1. Introduction and Concept of "Etiology"
 - 1.7.2. Main Etiologies of Psychopathological Disorders in Childhood
- 1.8. Understanding Symptoms in Child Psychopathology
 - 1.8.1. Concept of Symptoms and Signs of Somatic and Psychopathological Illness
 - 1.8.2. How to Identify Symptoms in Child Psychopathology
 - 1.8.3. Possible Masks of Childhood and Adolescent Psychopathology

- 1.9. Personal Characteristics and Most Common History of the Disease in Childhood
 - 1.9.1. Background of Disease in the Childhood
 - 1.9.2. Inheritance-Environment
 - 1.9.3. Personal Characteristics Influencing the Development of Disease in Childhood
- 1.10. Major or Minor Psychopathological Problems and Difficulties
 - 1.10.1. Minor Psychopathological Problems
 - 1.10.2. Major Psychopathological Problems

Module 2. Therapeutic Relation with the Child. Assessment and Diagnosis Process in Child and Adolescent Psychopathology

- 2.1. Therapeutic Relationship with Children and Adolescents
 - 2.1.1. Infant and Adolescent Characteristics
 - 2.1.2. Establishment of a Therapeutic Alliance with the Minor
 - 2.1.3. Keys in the Therapeutic Relationship
- 2.2. Communication and Language Techniques in the Therapeutic Relationship in Childhood and Adolescence
 - 2.2.1. Importance of Communication and Language Techniques in the Therapeutic Relationship with the Minor
 - 2.2.2. Most Common Communication and Speech Techniques for Successful Psychological Therapy with the Infant
 - 2.2.3. Communication Difficulties in Therapy
- 2.3. Evaluation and Diagnosis Process in Childhood: Phases
 - 2.3.1. The Assessment Process in the Childhood and Adolescence Stage
 - 2.3.2. Diagnosis in Childhood and Adolescence
- 2.4. Areas of Psychological Functioning to be Assessed
 - 2.4.1. Main Areas of Psychological Functioning to be Assessed in the Child and Adolescent Stage
 - 2.4.2. Other Areas of Functioning to be Considered by the Therapist
- 2.5. Diagnostic Objectives
 - 2.5.1. Keys to an Accurate Diagnosis
 - 2.5.2. Main Objectives in the Diagnosis of the Most Common Psychopathologies in Childhood and Adolescence
- 2.6. The Assessment and Diagnostic Process: Means for Assessment and Diagnosis
 - 2.6.1. Interview
 - 2.6.2. Main Instruments Used in the Diagnosis of Psychopathologies in Childhood and Adolescence

- 2.7. Evolution of Assessment and Diagnostic Instruments
 - 2.7.1. Introduction to the Most Common Assessment and Diagnostic Instruments
 - 2.7.2. New Lines of Assessment and Diagnosis
- 2.8. Errors in Diagnosis in the Childhood and Adolescence Stage
 - 2.8.1. When Can Errors in Diagnosis Occur?
 - 2.8.2. Modulating Factors
 - 2.8.3. Most common mistakes
- 2.9. Framing of the Family System in Psychological Therapy
 - 2.9.1. Concept of Family System
 - 2.9.2. The Family System in Psychological Therapy
 - 2.9.3. Problems Related to Family Involvement in the Minor's Therapy
- 2.10. Family Evaluation
 - 2.10.1. Family Therapy vs. Individual Therapy
 - 2.10.2. Key Aspects for Family Assessment
 - 2.10.3. Measuring Instruments in Family Assessment

Module 3. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family

- 3.1. Developmental Contexts
 - 3.1.1. What Are Developmental Contexts?
 - 3.1.2. Types of Developmental Contexts
 - 3.1.3. Importance of Developmental Contexts in the Development of Childhood and Adolescent Psychopathology
- 3.2. Pathologies of the Microcontext, Pathology of the Mesocontext and Pathology of the Macrocontext
 - 3.2.1. Microcontext Pathologies
 - 3.2.2. Mesocontext Pathologies
 - 3.2.3. Macrocontext Pathologies
- 3.3. Autonomous Self, Social Self, Family Self
 - 3.3.1. Autonomous Self
 - 3.3.2. Social Self
 - 3.3.3. Family Self
- 3.4. Characteristics of the Pathological Family
 - 3.4.1. The Role of the Family in the Development of Psychopathologies
 - 3.4.2. Characteristics of the Pathological Family
 - 3.4.3. Influences of the Pathological Family on the Infant

- 3.5. Conflictive Bonds
 - 3.5.1. Introduction to the Bonding Concept
 - 3.5.2. Concept of Attachment
 - 3.5.3. Types of Conflicting Bonds
- 3.6. Type of Child and Sibling History
 - 3.6.1. Introduction to the Concept of Child in the Family
 - 3.6.2. Child Type
 - 3.6.3. The Role of Siblings in Normal and/or Pathological Development
- 3.7. Family Psychopathology and its Impact on the Infant
 - 3.7.1. Psychopathology in the Family
 - 3.7.2. Influence of Family Psychopathology in the Infant and Adolescent
- 3.8. Problematic Extrafamilial Environment
 - 3.8.1. Introduction to the Concept of Extrafamilial Environment vs. Intrafamilial Environment
 - 3.8.2. Problematic Types of Family Environments
- 3.9. Influence of Family Socioeconomic Status, Culture and Media
 - 3.9.1. Introduction to the Concept of Socioeconomic Position of the Family Member
 - 3.9.2. Influence of Culture in the Development of Pathologies in Children and Adolescents
 - 3.9.3. Influence of the Media in the Development of Pathologies in Children and Adolescents
- 3.10. Risk and Protective Factors for Mental Health in Childhood
 - 3.10.1. Introduction to the Concept of Modulatory Factors
 - 3.10.2. Risk Factors for Mental Health in Childhood
 - 3.10.3. Protective Factors for Mental Health in Childhood

Module 4. Pathological Universes in Childhood and Adolescence (I)

- 4.1. Neurodevelopment Disorders
 - 4.1.1. What are Neurodevelopmental Disorders?
 - 4.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
 - 4.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 4.2. Schizophrenia Spectrum Disorders and Other Psychotic Disorders
 - 4.2.1. What are Schizophrenia Spectrum Disorders and other Psychotic Disorders?
 - 4.2.2. Disorders Included in the Diagnostic Category of Schizophrenia Spectrum Disorders and Other Psychotic Disorders"
 - 4.2.3. Childhood Schizophrenia

- 4.3. Bipolar and Related Disorders
 - 4.3.1. What are Bipolar and Related Disorders?
 - 4.3.2. Disorders Included in the Diagnostic Category of Bipolar and Related Disorders"
- 4.4. Depressive Disorders
 - 4.4.1. The Universe of Depressive Disorders
 - 4.4.2. Disorders Included in the Diagnostic Category "Depressive Disorders"
- 4.5. Anxiety Disorders
 - 4.5.1. Anxiety Disorders
 - 4.5.2. Types of Anxiety Disorders included in the DSM-V
 - 4.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence
- 4.6. Obsessive Compulsive Disorder and Related Disorders
 - 4.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
 - 4.6.2. Disorders Included in the Diagnostic Category of Obsessive-Compulsive Disorder and Related Disorders"
- 4.7. Trauma and Stress-Related Disorders
 - 4.7.1. What are Trauma-Related Disorders and Stressors?
 - 4.7.2. Disorders Included in the Diagnostic Category of "Disorders Related to Trauma and Stressors"
- 4.8. Dissociative Disorders
 - 4.8.1. Characteristics of Dissociative Disorders
 - 4.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"
- 4.9. Somatic Symptom Disorders and Related Disorders
 - 4.9.1. What are Somatic Symptom Disorders and Related Disorders?
 - 4.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
 - 4.9.3. Evidence and Data of Relevance on Factitious Disorder as Applied to Another (in Children and Adolescents)
- 4.10. Eating and Food Ingestion Disorders
 - 4.10.1. What are Eating and Food Intake Disorders?
 - 4.10.2. Eating and Food Intake Disorders included in the DSM-V.
 - 4.10.3. Relevant Data on Eating and Food Intake Disorders in Adolescence.

Module 5. Pathological Universes in Childhood and Adolescence (II)

- 5.1. Excretory Disorders
 - 5.1.1. What is called "Excretion Disorders"?
 - 5.1.2. Types of Excretion Disorders
- 5.2. Sleep-Wake Disorders
 - 5.2.1. Common Characteristics of Sleep-Wake Disorders
 - 5.2.2. Disorders Sleep-Wake Disorders Included in the Diagnostic Category "Sleep-Wake Disorders"
- 5.3. Gender Dysphoria
 - 5.3.1. Gender Dysphoria
 - 5.3.2. Relevant Situations of the Gender Factor in the Childhood and Adolescence
 - 5.3.3. How Today's Children Experience Sexual Problems?
- 5.4. Disruptive, Impulse-Control and Behavioral Disorders
 - 5.4.1. Types of Disruptive, Impulse-Control and Behavioral Disorders
 - 5.4.2. Common Problems Fear-Related with Behavioral Management of Infants in Psychological Therapy
- 5.5. Substance Abuse and Addictive Disorders
 - 5.5.1. What are the Disorders Related to Substance Abuse and Addictive Disorders?
 - 5.5.2. Disorders Included in the Diagnostic Category of "Disorders Related to Substances and Addictive Disorders"
- 5.6. General Personality Disorder
 - 5.6.1. Personality Theories
 - 5.6.2. General Personality Disorder According to DSM-V.
- 5.7. Paraphilic Disorders
 - 5.7.1. Paraphilic Disorders
 - 5.7.2. Incidence of Paraphilic Disorders in Childhood and Adolescence.
- 5.8. Other Problems that can be Targeted Clinical Care
 - 5.8.1. Parent-Child Relationship Problems and Sibling Relationship Problems
 - 5.8.2. Child Abuse and Neglect. Sexual Abuse

Module 6. Intelligence

- 6.1. History and Introduction to the Concept of Intelligence
 - 6.1.1. The Concept of Intelligence
 - 6.1.2. First Works on Intelligence
- 6.2. Multiple intelligences
 - 6.2.1. Concept of Multiple Intelligences
 - 6.2.2. Theory of Multiple Intelligences
- 6.3. Emotional Intelligence
 - 6.3.1. What is Emotional Intelligence?
 - 6.3.2. Main Theories on Emotional Intelligence
 - 6.3.3. Daniel Goleman's Figure
- 6.4. Assessment and Diagnosis
 - 6.4.1. Evaluation and Diagnosis of Intelligence
 - 6.4.2. Major Instruments for Measuring Intelligence
- 6.5. Intellectual Disability
 - 6.5.1. Concept of Intellectual Disability and Comorbidity with Other Mental Health Conditions
 - 6.5.2. Evaluation and Diagnosis of Intellectual Disability
- 6.6. Learning Disorders
 - 6.6.1. What are Learning Disorders?
 - 6.6.2. Main Learning Disorders
 - 6.6.3. Assessment and Diagnosis of Learning Disorders
- 6.7. High Abilities. Differential Diagnosis
 - 6.7.1. Introduction to the Concept of High Abilities
 - 6.7.2. Differential Diagnosis
 - 6.7.3. High Abilities in Autism
- 6.8. Intervention Programs
 - 6.8.1. Principles of the Intervention Programs Related to Intelligence and Learning Disorders
 - 6.8.2. Intervention Programs

Module 7. Personality Disorders in Childhood and Adolescence

- 7.1. Paranoid Personality Disorder
 - 7.1.1. Introduction to Paranoid Personality Disorder
 - 7.1.2. Diagnostic Criteria
 - 7.1.3. Paranoid Personality in Childhood
- 7.2. Schizoid Personality Disorder
 - 7.2.1. Introduction to Schizoid Personality Disorder
 - 7.2.2. Diagnostic Criteria
 - 7.2.3. Schizoid Personality in Childhood and Adolescence
- 7.3. Schizotypal Personality Disorder
 - 7.3.1. Introduction to Schizotypal Personality Disorder
 - 7.3.2. Diagnostic Criteria
 - 7.3.3. Schizotypal Personality in Minors. How It Differs from Adult Neuropathology
- 7.4. Borderline Personality Disorder
 - 7.4.1. Introduction to Borderline Personality Disorder
 - 7.4.2. Diagnostic Criteria
 - 7.4.3. Borderline Personality in Childhood and Adolescents
- 7.5. Narcissistic Personality Disorder
 - 7.5.1. Introduction to Narcissistic Personality Disorder
 - 7.5.2. Diagnostic Criteria
 - 7.5.3. Narcissist Personality in Children
- 7.6. Antisocial Personality Disorder
 - 7.6.1. Introduction to Antisocial Personality Disorder
 - 7.6.2. Diagnostic Criteria
 - 7.6.3. Antisocial Personality in Minors
- 7.7. Histrionic Personality Disorder
 - 7.7.1. Introduction to Histrionic Personality Disorder
 - 7.7.2. Diagnostic Criteria
 - 7.7.3. Histrionic Personality in Childhood and Adolescence
- 7.8. Avoidant Personality Disorder
 - 7.8.1. Introduction to Avoidant Personality
 - 7.8.2. Diagnostic Criteria
 - 7.8.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage

- 7.9. Dependent Personality Disorder
 - 7.9.1. Introduction to Dependent Personality
 - 7.9.2. Diagnostic Criteria
 - 7.9.3. Avoidant Personality and its Relationship with Childhood and Adolescence Stage
 - 7.9.4. Implications of the Dependent Personality in Adulthood
- 7.10. Obsessive-Compulsive Personality Disorder
 - 7.10.1. Introduction to the Concept of Obsessions and Compulsions
 - 7.10.2. Concept of Compulsive Personality Disorder and Diagnostic Criteria
 - 7.10.3. Obsessive-Compulsive Personality in Childhood

Module 8. Autism Spectrum Disorder

- 8.1. History and Evolution of the Autism Spectrum Disorder
 - 8.1.1. Autism Spectrum throughout History
 - 8.1.2. The Autism Spectrum Today
- 8.2. Myths About the Autism Spectrum Disorder
 - 8.2.1. Myths and Stereotypes on ASD
 - 8.2.2. The Truth About ASD
 - 8.2.3. Discrimination against Patients with ASD vs. Patients with Down Syndrome
- 8.3. Etiology and Diagnostic Categorization of Autism Spectrum Disorder
 - 8.3.1. Introduction to Etiology of ASD
 - 8.3.2. Main Theories on the Origin of ASD
 - 8.3.3. Categorization of ASD According to the DSM-5
 - 8.3.4. Positions on DSM-V Categorization
- 8.4. Family Atmosphere in the Psychopathology of the Autism Spectrum: Consequences, Family Adaptation
 - 8.4.1. Introduction to the Role of the Family in the Development of Children with ASD
 - 8.4.2. Protective and Risk Factors in the Family
 - 8.4.3. Consequences in the Family When a Member Has ASD
- 8.5. Evaluation Instruments for Diagnosis in Autism Spectrum Disorders
 - 8.5.1. Introduction to Assessment and Diagnosis of ASD
 - 8.5.2. Main Evaluation Instruments for the Diagnosis of ASD
 - 8.5.3. New Lines of Research

- 8.6. Comorbidity and Differential Diagnosis
 - 8.6.1. Introduction
 - 8.6.2. ASD Comorbidity
 - 8.6.3. ASD Differential Diagnosis
- 8.7. Intervention Method in Clinical Cases in Children and Adolescents With ASD
 - 8.7.1. Introduction to Intervention in ASD
 - 8.7.2. Main Intervention Methodologies
- 8.8. The Role of Early Care
 - 8.8.1. What is Early Care?
 - 8.8.2. Early Care in ASD
- 8.9. Intellectual Deficit and Autism Spectrum Disorders
 - 8.9.1. Introduction to the Concept of Intellectual Deficit
 - 8.9.2. Relationship Between ASD and Intellectual Deficit

Module 9. Others Related Problems

- 9.1. Anger and Aggressiveness Problems
 - 9.1.1. Introduction to Anger and Aggressiveness Problems
 - 9.1.2. Anger and Aggressiveness Problems in the Psychological Consultation
- 9.2. Substance Addiction Problems
 - 9.2.1. Introduction to Substance Addiction
 - 9.2.2. The Problems of Substance Abuse in Minors
 - 9.2.3. Substance Abuse Fads in Minors
- 9.3. Non-Substance Addiction Problems (ICT)
 - 9.3.1. Introduction to ICT
 - 9.3.2. Addiction to ICT in Minors
- 9.4. Problems Derived from ICT
 - 9.4.1. Major Problems Derived from ICT
- 9.5. Emotional Problems in Childhood and Adolescence
 - 9.5.1. Introduction to Emotions
 - 9.5.2. Emotions in Childhood and Adolescence
 - 9.5.3. Major Emotional Problems in Childhood and Adolescence

- 9.6. Self-Esteem and Self-Concept Problems
 - 9.6.1. Introduction to the Concept of Self-Esteem and Self-Concept
 - 9.6.2. Major Self-Esteem and Self-Concept Problems
- 9.7. Suicide in Childhood and Adolescence
 - 9.7.1. Introduction to Suicide
 - 9.7.2. Suicides in the Childhood and Adolescence Stage
- 9.8. Characteristics of Oppositional Defiant in Children and Adolescents
 - 9.8.1. Introduction to Oppositional Defiant Disorder
 - 9.8.2. Major Characteristics of Oppositional Defiant in Children and Adolescents
 - 9.8.3. Major Characteristics of Oppositional Defiant in Adolescents
- 9.9. The Most Common Neurodevelopment Conditions
 - 9.9.1. Introduction the Neurodevelopment Conditions
 - 9.9.2. Neurodevelopment Conditions in Minors

Module 10. Treatment and Intervention of Child and Adolescent Psychopathologies. General Treatment Principles

- 10.1. Factors Influencing Treatment Outcome
 - 10.1.1. Modulating Factors in Child Treatment
- 10.2. Treatment Modalities
 - 10.2.1. Introduction to the Treatment of Child and Adolescent Psychopathology
 - 10.2.2. Different Treatment Modalities for Children and Adolescents
- 10.3. Bandura's Vicarious Learning
 - 10.3.1. History of Bandura
 - 10.3.2. Bandura's Vicarious Learning Theory
- 10.4. Behavior Modification Techniques
 - 10.4.1. Introduction to Behavior Modification
 - 10.4.2. Main Behavior Modification Techniques
 - 10.4.3. Behavior Modification Techniques at Present
- 10.5. Functional Analysis
 - 10.5.1. Introduction to Functional Analysis
 - 10.5.2. Functional Analysis in Psychological Therapy

- 10.6. Systemic Therapy
 - 10.6.1. Introduction to Systemic Therapy
 - 10.6.2. Systemic Therapy Today
- 10.7. Strategic Therapy and Constructivism
 - 10.7.1. Introduction to Strategic Therapy
 - 10.7.2. Introduction to Constructivism
- 10.8. Cognitive restructuring
 - 10.8.1. Introduction to Cognitive Restructuring
 - 10.8.2. Cognitive Restructuring as a Treatment Nowadays
- 10.9. Future Prospects for Treatment Planning
 - 10.9.1. New Prospects for Treatment in Childhood and Adolescence



Don't think twice and invest in a program that is guaranteed to significantly improve your therapeutic relationship with the child or adolescent"

06

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



“

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

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

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



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

“

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

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

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



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



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.



07

Certificate

The Professional Master's Degree in Child and Adolescent Psychopathology guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Global University.





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

This program will allow you to obtain your **Professional Master's Degree diploma in Child and Adolescent Psychopathology** 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.

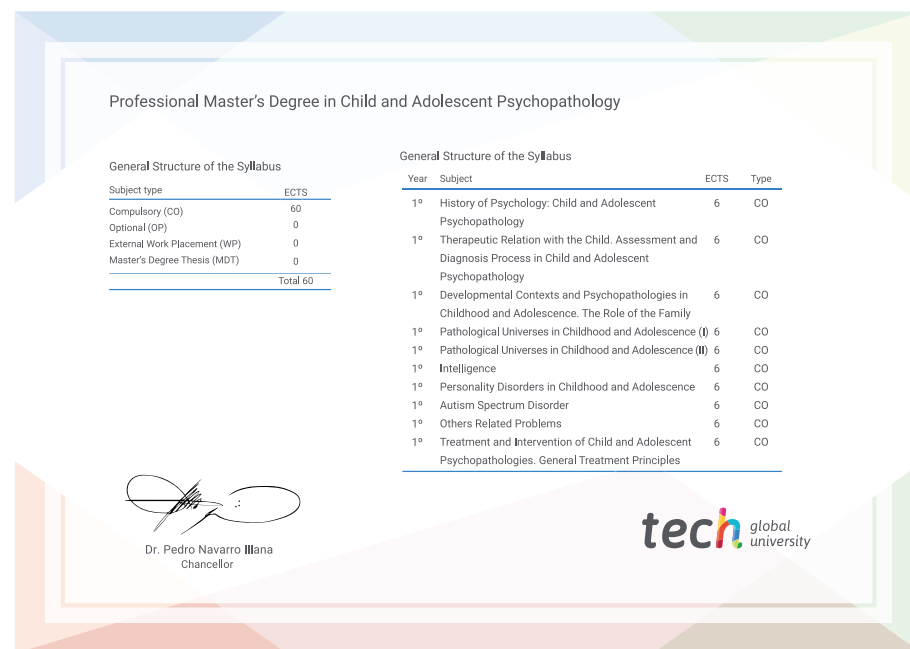
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Child and Adolescent Psychopathology**

Modality: **online**

Duration: **12 months**

Accreditation: **60 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
personalized service innovation
knowledge present quality
development language
virtual classroom



Professional Master's Degree

Child and Adolescent Psychopathology

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

Child and Adolescent Psychopathology

