

Postgraduate Certificate Action by Schools in Situations of Child Abuse





Postgraduate Certificate Action by Schools in Situations of Child Abuse

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

Website: www.techtitute.com/us/education/postgraduate-certificate/action-schools-situations-child-abuse

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01

Introduction

Child abuse is a problem that has persisted for years in educational centers. For this reason, more and more institutions are requesting the hiring of trained professionals, since they need teachers with extensive knowledge in the mechanisms of prevention, detection and notification of risk situations and to ensure the welfare of the student within the school. That is why TECH has created this program in order to provide the professional with updated knowledge to intervene in a timely manner in the different types of aggression. This is a 100% virtual program, full of audiovisual resources and simulation exercises for a more immersive experience.





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*For the development of this program
you will only need a device with an
Internet connection”*

Students who suffer from mistreatment usually present different behaviors and behaviors that are not easy to identify a priori. These aggressions can be physical, mental, verbal and even sexual and can be caused by any type of person. This is why the field requires professionals with extensive knowledge in the identification and management of risk situations. Therefore, it is necessary to carry out a program such as this, which delves into the preventive aspects and the creation of contingency plans so that together with the institution, the safety and well-being of the student can be guaranteed.

Thus, the development of this degree will allow the teaching professional to delve into aspects such as the intentionality of mistreatment, its repercussions and the mechanisms of action to reduce cases of school abuse. In the same way, the different types of mistreatment and their overcoming from pedagogy will be studied in depth. Therefore, this Postgraduate Certificate is presented as an opportunity for the professionals who wish to broaden their outlook and address the needs of the sector, contributing not only to student learning but also to a healthy school coexistence.

As it is a 100% online program, it is nourished with high impact audiovisual material, developed by experts in the field and with a wide variety of practical exercises based on the Relearning methodology. In addition, the teachers will be able to combine their daily work with the academic field at the time of their convenience and from the place that best suits them, without having to attend classes in person.

This **Postgraduate Certificate in Action by Schools in Situations of Child Abuse** 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 Child Abuse Situations
- ♦ 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 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



Go beyond a subject and become a teacher with social commitment thanks to this university program"

“*With the Relearning methodology you will not need long sessions or hours of extra study, as you will learn through experience and practice”*

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.

This Postgraduate Certificate allows you to combine your professional work with the updating of your knowledge, so that you can take it at your convenience.

Implement the knowledge presented in this program into your practice to make it easier for you to identify the type of abuse your student suffers.



02

Objectives

In order to improve the professional competencies of teachers, TECH has proposed a series of general and specific objectives based on each of the aspects of the syllabus. In this way, as students study the degree, they will acquire new skills to implement them in their daily practice. Thus, not only will they delve into key concepts such as prevention, contingency plans and the creation of networks between the institution and parents, but they will be closer to achieving their goals and aspire to better job opportunities.



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Thanks to this program you will be prepared to face the different situations of abuse that may arise in your educational institution"



General Objectives

- ♦ Enable the student to teach in situations of risk of exclusion
- ♦ Define the main characteristics of inclusive education
- ♦ Employ techniques and strategies to deal with the diversity of students, and with the educational community: families and the community
- ♦ Analyze the role of teachers and families in the context of inclusive education
- ♦ Interpret all the elements and aspects concerning teacher preparation in inclusive schools
- ♦ Develop in students the capacity to elaborate their own methodology and work system
- ♦ Internalize the typology of at-risk and socially excluded students, and how the educational system should respond to them
- ♦ Describe the functioning of the child and youth protection system
- ♦ Study the different types of protection measures and their treatment in the school environment
- ♦ Analyze situations of child abuse and the protocols for action by the psychology professional
- ♦ Identify the stages of development from birth to adolescence; achieving that students have their own judgment to establish the effects that cognitive, communicative, motor and emotional processes have on child development
- ♦ Detect different risk factors that may alter development throughout the life cycle
- ♦ Describe the general circumstances of students under guardianship and how these may affect their education
- ♦ Learn how to respond to students under guardianship and their families in the school environment
- ♦ Apply mediation as a pedagogical tool for conflict resolution and harmony the educational community



Identifies the main signs of passive abuse in an introverted student and contributes to overcoming their problems"



Specific Objectives

- ♦ Define the concept and typology of child abuse in all its possible versions
- ♦ Recognize the consequences of child abuse, as well as its sequelae in development and behavior
- ♦ Identify and know how to implement protocols for detecting child abuse in different contexts
- ♦ Identify and know how to act in situations of abuse among peers in the school context
- ♦ Identify and understand child-parental violence, recognizing the possible causes in order to acquire intervention strategies
- ♦ Establish criteria for intervention and coordination of the cases: available resources, institutions involved, family, teachers, etc.

03

Course Management

TECH has selected for this program a faculty that is highly committed to the management of child abuse in schools. They are experts and connoisseurs of the subject who have worked for years in prevention and protocols for action in these risk situations. In addition, they have deposited all their knowledge in the syllabus, which will enrich the students' experience and will lead them to specialize in a demanding area of the educational sector.





Business

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Acquire from the best new skills that will lead you to excel in the professional field"

International Guest Director

Cathy Little, Ph.D. in Education, has a long career teaching children and young people in Pre-School and Primary Education centers. In particular, she is noted for her extensive experience in Special Education centers, where she has taught students with Autism Spectrum Disorders and Behavioral Disorders. In this field, she was assistant director of a Support Unit attached to a prestigious elementary school. She has also taught at both undergraduate and postgraduate levels and has held the position of Director of Initial Teacher Education at the University of Sydney.

Throughout her career she has proven to be an educator who is passionate about providing an engaging and positive educational experience for all students. Her areas of interest are high support needs and positive behavioral guidelines. Therefore, her research work has focused on the study of efficient pedagogical models that address the most complex learning difficulties.

In this line, one of her projects has dealt with teachers' attitudes and social inclusion of students with Asperger syndrome. She has also collaborated with Srinakharinwirot University in Bangkok to investigate the behavior, knowledge and perceptions of Thai teachers about children and adolescents with Autism Spectrum Disorder. She is also a member of the International Society for Autism Research and a member of the Australian Special Education Association.

She has an extensive list of published scientific articles and conference papers on education. She has also published the book *Supporting Social Inclusion for Students with Autism Spectrum Disorders*. For all this, she has been awarded twice with the Teaching Excellence Award from the Faculty of Education and Social Work of the University of Sydney.



Dra. Little, Cathy

- Director of Initial Teacher Education, University of Sydney, Australia
- Deputy Director of a Primary School Support Unit
- Teacher in pre-school, primary and special education schools
- PhD in Education
- Master's Degree in Special Education, University of Sydney
- Master's Degree in Pre-school Education, University of Wollongong
- Master's Degree in Pre-School Teaching from Macquarie University
- Bachelor's Degree in Primary Education from the University of Sydney
- Member of:
 - Australian Society for Autism Research
 - International Society for Autism Research

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

Management



Mr. Notario Pardo, Francisco

- ♦ Family and School Mediator, and Official Court Expert
- ♦ Supervising Officer of the Department in Generalitat Valenciana
- ♦ Social Educator of the Basic Primary Care Intervention Team of Social Services in the City Council of Alcoy
- ♦ Official Judicial Expert in Family Courts and Juvenile Prosecutor's Office
- ♦ Interim Social Educator in Generalitat Valenciana
- ♦ Intervention Technician in Foster Care for the Trama Center Association
- ♦ Coordinator of the Foster Care Intervention Center in Alicante
- ♦ Director of the Professional Master's Degree in Inclusive in Education for Children in Social Risk Situations
- ♦ Degree in Pedagogy from the University of Valencia
- ♦ Postgraduate Certificate in Social Educational from the University of Valencia
- ♦ Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior University of Valencia
- ♦ Specialization in Intervention and Therapy in Special Educational Needs and Socio-educational Needs by the Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Official Judicial Expert by the Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Vocational Training Teacher for Employment by the Servef Centre
- ♦ University Certificate in Family and School Mediation Catholic University of Valencia San Vicente Mártir
- ♦ Postgraduate Diploma in Social Inclusion and Inclusive Education by CEU Cardenal Herrera University
- ♦ Postgraduate Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior

Professors

Ms. Antón Ortega, Noelia

- ♦ Therapeutic Pedagogue
- ♦ Special Education Teacher in the CEIP Miguel Hernández
- ♦ Diploma in Special Education Teacher
- ♦ Master in Neuropsychology and Education
- ♦ Training in ASD, ABN algorithm, ICT in the classroom, school bullying, educating by competences, emotional intelligence and child abuse, among others

Ms. Antón Ortega, Patricia

- ♦ Specialist in child abuse and cognitive-behavioral therapy
- ♦ Psychologist at CIAF Family Foster Care Intervention Center of Alicante
- ♦ Diploma in Social Work and Bachelor's Degree in Psychology
- ♦ Postgraduate Degree in Clinical Psychopathology and in Foster Care and Adoption
- ♦ Professional Master's Degree in Children and Youth at Social Risk
- ♦ Expert Degree in Psychological Disorders in Childhood and Adolescence
- ♦ Specialist in Child Abuse and Cognitive-Behavioral Therapy in Childhood and Adolescence

Ms. Beltrán Catalán, María

- ♦ Pedagogue Therapist at Oriéntate con María
- ♦ Founder and Co-Director of PostBullying Spanish Association
- ♦ PhD *Cum Laude* in Psychology from the University of Cordoba
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville

Ms. Chacón Saiz, María Raquel

- ♦ Pedagogue Expert in Educational Guidance and School Services
- ♦ Civil servant of the Department of Education and Science of the Valencian Community
- ♦ Master's Degree in Education and Sociocultural Animation from the University of Valencia
- ♦ Degree in Pedagogy from the University of Valencia

Ms. Carbonell Bernal, Noelia

- ♦ Educational Guidance Counselor at the Regional Ministry of Education of the Region of Murcia
- ♦ PhD in Educational Psychology at the University of Murcia
- ♦ Master's Degree in Teacher Training from the University of Murcia
- ♦ Master's Degree in Clinical Psychology from the Catholic University San Antonio de Murcia
- ♦ Teacher at UNIR in Degree of Primary Education
- ♦ Professor of the Degree in Early Childhood Education at the VIU
- ♦ Member of the Teaching Staff at Camilo José Cela University

Ms. Pérez López, Juana

- ♦ Pedagogue Expert in Child Development and Early Attention Center,(CDIAT)
- ♦ Director of Child and Educational Therapy Centers Walk With Me
- ♦ Autonomous Production in Pedagogical Reeducation
- ♦ Pedagogical Advisor/Children and Primary School Material at Editorial Teide
- ♦ Degree in Pedagogy from the University of Murcia
- ♦ Professional Master's Degree in Child Development and Early Care by the University of Valencia
- ♦ Early Detection of Early Childhood Difficulties, Neuromotor Risk Assessment and Design of Psychopraxis Treatment Plans
- ♦ Judicial expert on families and minors at the Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Certificate of Professionalism in Teaching Vocational Training for Employment by the Ministry of Education and Vocational Training
- ♦ Certificate in Learning Difficulties and Behavior Disorders from the University of Murcia
- ♦ Postgraduate Diploma in Didactics of Reading and Writing of Infant and Primary Language by the University CEU Cardenal Herrera

Ms. Tortosa Casado, Noelia

- ♦ Coordinator of Foster Care of Alicante in the Centro Trama Association
- ♦ Manager at Móvo Peritaciones Sociales
- ♦ Professor Department of Education
- ♦ Collaborator at the University of Alicante
- ♦ Deputy Director at the International O'Belén Foundation
- ♦ Social Worker, Adoption Assessment Team at Eulen Group
- ♦ Social Worker of the Technical Team of Minors in the Ministry of Justice
- ♦ Social worker at the 24-hour Women's Centre
- ♦ Degree in Social Work from the University of Alicante
- ♦ Professional Master's Degree in Secondary Teaching by the UMH
- ♦ Professional Master's Degree Cum Laude in Intervention and Diagnosis with Minors at Social Risk by University of Alicante
- ♦ Diploma in Social Work and Minors at Social Risk from the University of Alicante



04

Structure and Content

The syllabus of this program has been designed according to the intervention models for child abuse in schools. So the professional will find inside a compendium of updated information on prevention, detection and notification mechanisms. Thus, you will acquire new skills that will lead you to identify the type of aggression suffered by the student and act immediately together with the educational institution. All this, through first level audiovisual resources and exercises based on real cases and simulation.





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With the help of this program it will be easier to identify the situations of risk and helplessness that students suffer within the institution"

Module 1. Action by Schools in Situations of Child Abuse

- 1.1. Child Abuse
 - 1.1.1. Definition and Conceptualization of Child Abuse
 - 1.1.1.1. Definition
 - 1.1.1.2. Conceptualization of Abuse in Terms of:
 - 1.1.1.2.1. Time of Development at Which it Occurs
 - 1.1.1.2.2. Who Produces the Abuse (Context in Which It Takes Place)
 - 1.1.1.2.3. The Specific Action or Omission that is Occurring
 - 1.1.1.2.4. Intentionality of Abuse
 - 1.1.2. The Social Importance of Identifying Child Abuse
 - 1.1.2.1. Basic Needs in Childhood
 - 1.1.2.2. Risk and Protective Factors
 - 1.1.2.3. Intergenerational Transmission of Abuse
 - 1.1.3. Situation of Risk and Situation of Helplessness
 - 1.1.3.1. Concept of Risk
 - 1.1.3.2. Concept of Helplessness
 - 1.1.3.3. Risk Assessment Protocol



- 1.2. Child Abuse: General Characteristics and Main Types
 - 1.2.1. Passive Abuse: Omission, Neglect or Abandonment
 - 1.2.1.1. Definition and Alarm Indicators
 - 1.2.1.2. Incidence and Prevalence
 - 1.2.2. Physical Abuse
 - 1.2.2.1. Definition and Alarm Indicators
 - 1.2.2.2. Incidence and Prevalence
 - 1.2.3. Abuse and Emotional Neglect
 - 1.2.3.1. Definition and Alarm Indicators
 - 1.2.3.2. Incidence and Prevalence
 - 1.2.4. Sexual Abuse
 - 1.2.4.1. Definition and Alarm Indicators
 - 1.2.4.2. Incidence and Prevalence
 - 1.2.5. Other Types of Abuse
 - 1.2.5.1. Children Victims of Gender Violence
 - 1.2.5.2. Transgenerational Cycle of Child Abuse
 - 1.2.5.3. Münchhausen Syndrome by Proxy
 - 1.2.5.4. Harassment and Violence through Social Networks
 - 1.2.5.5. Peer Abuse: *Bullying*
 - 1.2.5.6. Filioparental Violence
 - 1.2.5.7. Parental Alienation
 - 1.2.5.8. Institutional Abuse
- 1.3. Consequences of Child Abuse
 - 1.3.1. Indicators of Abuse
 - 1.3.1.1. Physical Indicators
 - 1.3.1.2. Psychological, Behavioral and Emotional Indicators
 - 1.3.2. Consequences of Abuse
 - 1.3.2.1. Impact of Physical and Functional Development
 - 1.3.2.2. Consequences on Cognitive Development and School Performance
 - 1.3.2.3. Effects on Socialization and Social Cognition
 - 1.3.2.4. Disorders in the Development of Attachment and Affection, Emotional Relationship Development
 - 1.3.2.5. Behavioral Problems
 - 1.3.2.6. Childhood Trauma and Post-Traumatic Stress Disorder
- 1.4. Intervention Against Abuse in Schools: Prevention, Detection and Reporting
 - 1.4.1. Prevention and Detection
 - 1.4.2. Action Protocol
 - 1.4.2.1. Identification
 - 1.4.2.2. Immediate Actions
 - 1.4.2.3. Notification
 - 1.4.2.4. Communication of the Situation
 - 1.4.2.5. Emergency Procedure
 - 1.4.3. School Intervention in Child Abuse Cases
- 1.5. Peer Abuse: Bullying
 - 1.5.1. Risk Factors and Protective Factors of School Violence
 - 1.5.2. Protocols of Action from the School Center
 - 1.5.3. Guidelines for its Prevention and Treatment
- 1.6. Filioparental Violence
 - 1.6.1. Explanatory Theories
 - 1.6.1.1. The Cycle of Violence
 - 1.6.2. Prevention and Intervention Against Filioparental Violence
- 1.7. Networking: School, Family and Social Services



Contributes to a healthy and violence-free education through preventive methods within the school"

05

Methodology

This training program offers 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 Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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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. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & 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 your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Certificate in Action by Schools in Situations of Child Abuse guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Action by Schools in Situations of Child Abuse** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Problem Solving and Action by Schools in Situations of Child Abuse**

Official N° of Hours: **100 h.**



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



Postgraduate Certificate

Action by Schools in Situations of Child Abuse

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

Postgraduate Certificate Action by Schools in Situations of Child Abuse