

# Postgraduate Certificate Assessment, Diagnosis, and Psychopedagogical Guidance





## Postgraduate Certificate Assessment, Diagnosis, and Psychopedagogical Guidance

- » 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/assessment-diagnosis-psychopedagogical-guidance](http://www.techtitute.com/us/education/postgraduate-certificate/assessment-diagnosis-psychopedagogical-guidance)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 20*

06

Certificate

---

*p. 28*

01

# Introduction

Psychopedagogical intervention in the school environment requires appropriate assessment, diagnosis and intervention tools. These are skills that only qualified professionals can successfully put into practice. In this program, students will be able to acquire all the latest developments in this discipline.



“

*A Postgraduate Certificate in Assessment, Diagnosis and Psychopedagogical Guidance that will mean a high level of growth in your profession"*

Psychopedagogy has reached, by its own merits, a place of recognition in the current scientific panorama. The knowledge of this discipline has become the subject of articles, monographs, and publications at international level that have shaped a panorama of great interest for the professional. These developments have led to advances in techniques, disciplines, and modes of presence and Intervention that make constant updating an indispensable condition.

This increasingly broad program leaves the educational center in order to reach all types of sectors, specifically the socio-labor field, where it becomes an invaluable asset. The new social and labor circumstances, the new educational challenges, the vertiginous evolution of cultural contexts and many other challenges, require the greatest capacity in the professionals of Psychopedagogy.

In terms of intervention, mediation with families has also become increasingly important. The incursion of new technologies in social, school, or family life, sexual or functional diversity, or any of the new paradigms are not static, but evolve and constantly require a competent look that supports, guides, and serves as a reference and, in turn, has adequate professional support.

A thorough overview of intense challenges that, in this comprehensive program, TECH tries to help students face. With the most complete human and technological resources that will allow us to move forward in a safe, comfortable and efficient manner.

This **Postgraduate Certificate in Assessment, Diagnosis, and Psychopedagogical Guidance** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented by Psychopedagogy Experts
- ♦ Designed with graphic, schematic, and eminently practical content
- ♦ Latest advancements in School Psychopedagogy
- ♦ Practical Exercises where the self-assessment process can be carried out in order to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Evidence-Based methodologies in School Psychopedagogy
- ♦ 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



*A specific preparation program that will provide you with the necessary knowledge to access this important area of work”*



*Add extraordinary value to your résumé, with the knowledge and skills you acquire during this program"*

The teaching staff of this Postgraduate Certificate in Assessment, Diagnosis, and Psychopedagogical Guidance is made up of professionals in the sector, who pour all their knowledge and experience into this program to produce quality content, in addition to recognized specialists belonging to leading societies and prestigious universities.

The multimedia content has been elaborated with the latest educational technology, which will allow the professional a situated and contextual learning, through which the student will be able to study in a simulated environment in which they will be able to train in real situations.

The design of this program is based on Problem-Based Learning, so that professionals will have to try to solve the different situations of professional practice that arise throughout the course. For this reason, students will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of School Psychopedagogy with extensive teaching experience.

*A concrete and specific Postgraduate Certificate to give you the qualification your résumé needs in an increasingly demanding labor market.*

*With the best facilities so you can balance your studies with your personal or professional life, without any problems and with total independence.*



# 02

# Objectives

The main objective of this program is to offer a high-quality complement to professionals' skill sets. Through the development of a very complete program, TECH will accompany you in the acquisition of the necessary skills and competencies to be able to deal with the challenges that Psychopedagogy faces in the exercise of its task. But it will also promote personal growth through a curriculum created to encourage intellectual development.







“

*You will learn in a practical way, through a contextualized approach that will allow you to immediately incorporate your knowledge into your professional work"*



## General Objectives

---

- Acquire new competencies and skills in the area of Psychopedagogy
- Get up to date in the field of Psychopedagogy in the school area
- Develop the capacity to face new situations in the school context
- Encourage interest in the constant updating of professionals
- Know the different intervention options
- Learn new ways of dealing with special educational needs
- Achieve an efficient framework for assessment, diagnosis, and guidance
- Be able to research and innovate in order to respond to new demands



*Achievable, measurable and highly applicable objectives: so that your efforts give you the results you need"*





## Specific Objectives

---

- ♦ Maintain a holistic view of human development and provide the key factors in order to reflect on this area of knowledge
- ♦ Describe the characteristics and contributions of the different theoretical models of developmental psychology
- ♦ Manage the main theories that explain human development Students will know the most relevant theoretical positions that explain the changes from birth to adolescence
- ♦ Explain what happens within each developmental stage, as well as in transition periods from one stage to another

03

# Course Management

For our program to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





“

*An impressive teaching faculty, made up of professionals from different areas of expertise, will be your teachers during the program: a unique opportunity not to be missed”*

## Management



### Mr. Alfonso Suárez, Álvaro

- ♦ Teacher of Educational Reinforcement for Students with Specific Educational Needs
- ♦ Technician in Social and Health Care for Dependent People in Social Institutions
- ♦ Social integration technician: Design, development and assessment of social integration interventions for people with severe mental illness
- ♦ Graduate in Psychopedagogy from the University of La Laguna



**EXAM SHEET**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1. A B C D E	A B C D E
2. A B C D E	A B C D E
3. A B C D E	A B C D E
4. A B C D E	A B C D E
5. A B C D E	A B C D E
6. A B C D E	A B C D E
7. A B C D E	A B C D E
8. A B C D E	A B C D E
9. A B C D E	A B C D E
10. A B C D E	A B C D E
11. A B C D E	A B C D E
12. A B C D E	A B C D E
13. A B C D E	A B C D E
14. A B C D E	A B C D E
15. A B C D E	A B C D E
16. A B C D E	A B C D E
17. A B C D E	A B C D E
18. A B C D E	A B C D E
19. A B C D E	A B C D E
20. A B C D E	A B C D E
21. A B C D E	A B C D E
22. A B C D E	A B C D E
23. A B C D E	A B C D E
24. A B C D E	A B C D E
25. A B C D E	A B C D E
26. A B C D E	A B C D E

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from leading schools and universities. Structured in specific learning units, it allows students to prepare in a gradual and sustained way, without losing motivation during the process.





“

*A carefully developed, educational program to offer a highly effective updating and specialization process”*

**Module 1. Assessment, Diagnosis, and Psychopedagogical Guidance**

- 1.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
  - 1.1.1. Concept and Functions of Educational Diagnosis. Qualities of the Diagnostician
    - 1.1.1.1. Concept of Educational Diagnosis
    - 1.1.1.2. Functions of Educational Diagnosis
    - 1.1.1.3. Qualities of the Diagnostician
  - 1.1.2. Dimensions, Scopes, and Areas of Action
    - 1.1.2.1. Dimensions in Psychopedagogical Intervention
    - 1.1.2.2. Fields and Areas of Intervention
- 1.2. Psychopedagogical Assessment: Function and Nature
  - 1.2.1. Concept, Purpose, and Context
    - 1.2.1.1. Concept of Psychopedagogical Assessment
    - 1.2.1.2. Purpose of the Psychopedagogical Assessment
    - 1.2.1.3. Context of the Assessment
  - 1.2.2. Psychopedagogical Assessment Procedure. Assessment in the School and Family Context
    - 1.2.2.1. Psychopedagogical Assessment Procedure
    - 1.2.2.2. Assessment in the School Context
    - 1.2.2.3. Assessment in the Family Context
- 1.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
  - 1.3.1. The Diagnostic Process and Stages
    - 1.3.1.1. Diagnostic Process
    - 1.3.1.2. Stages of Diagnosis
- 1.4. Psychopedagogical Assessment Process according to Different Fields of Action
  - 1.4.1. Assessment as a Process
  - 1.4.2. Fields of Action and Areas of Intervention and Assessment in the School and Family Context
    - 1.4.2.1. Scope and Fields of Action
    - 1.4.2.2. Assessment Process at School
    - 1.4.2.3. Assessment Process in Family Settings



- 1.5. Design and Phases in the Psychopedagogical Assessment
  - 1.5.1. Psychopedagogical Assessment Procedure and Phases
    - 1.5.1.1. Psychopedagogical Assessment Procedure
    - 1.5.1.2. Psychopedagogical Assessment Phases
- 1.6. Psychopedagogical Assessment Techniques and Tools
  - 1.6.1. Techniques and Instruments of Qualitative and Quantitative Assessment
    - 1.6.1.1. Qualitative Assessment Techniques and Instruments
    - 1.6.1.2. Quantitative Evaluation Techniques and Instruments
- 1.7. Psychopedagogical Assessment at School
  - 1.7.1. Assessment in Classroom, School and Family Settings
    - 1.7.1.1. Assessment in the Classroom Context
    - 1.7.1.2. Assessment in the Center Context
    - 1.7.1.3. Assessment in the Family Context
- 1.8. Return of Information and Follow-Up
  - 1.8.1. Return of Information and Follow-Up
    - 1.8.1.1. Return
    - 1.8.1.2. Monitoring
- 1.9. Psychopedagogical Guidance Models
  - 1.9.1. Clinical Model, Consultation Model, and Program Model
    - 1.9.1.1. Clinical Model
    - 1.9.1.2. Consultation Model
    - 1.9.1.3. Program Model
- 1.10. School Guidance: Mentoring and Family Guidance
  - 1.10.1. School Guidance and the Mentoring Function. Mentoring Action Plans
    - 1.10.1.1. School Guidance
    - 1.10.1.2. Mentoring Function
    - 1.10.1.3. Mentoring Action Plan
- 1.11. Vocational, Professional and Career Guidance
  - 1.11.1. Vocational/Professional/Labor Orientation and Maturity. Approaches and Interests
    - 1.11.1.1. Vocational Orientation and Maturity
    - 1.11.1.2. Professional Guidance and Maturity
    - 1.11.1.3. Career Guidance and Maturity
    - 1.11.1.4. Approaches and Interests
- 1.12. Guidance in Social, Health, Vulnerability or Social Exclusion Contexts
  - 1.12.1. Concept, Purpose and Social, Health, Vulnerability or Social Exclusion Contexts. Orientation Guidelines
    - 1.12.1.1. Counseling Concept and Context in the Social, Health and Vulnerability or Social Exclusion Field
    - 1.12.1.2. Purpose of Social, Health, Vulnerability and Social Exclusion Counseling



*This is your moment; push yourself with an intensive program that will put you at the forefront of the job market”*

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.





“

*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.*

“

*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

This Postgraduate Certificate in Assessment, Diagnostics and Psychopedagogical Guidance guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



“

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

This **Postgraduate Certificate in Assessment, Diagnosis, and Psychopedagogical Guidance** 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: **Postgraduate Certificate in Assessment, Diagnosis, and Psychopedagogical Guidance**

Official N° of Hours: **150 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.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commi  
personalized service innovation  
knowledge present  
development languages  
virtual classroom

**tech** technological  
university

**Postgraduate Certificate**  
Assessment, Diagnosis,  
and Psychopedagogical Guidance

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

# Postgraduate Certificate Assessment, Diagnosis, and Psychopedagogical Guidance