

Postgraduate Diploma Pedagogical Counseling in the Family Context



Postgraduate Diploma Pedagogical Counseling in the Family Context

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

Website: www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-pedagogical-counseling-family-context

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01

Introduction

In this complete program, students will go through a long and effective learning process, which will allow them to enhance their knowledge of Pedagogical Counseling in the Family Context, addressing their different needs. Throughout these months of education, professionals will acquire the necessary tools to differentiate between programmed teaching (school) and spontaneous teaching (family), they will learn to analyze the role of the media in communication and educational influence, and to delve into the possibilities that educational institutions can offer to the participation of families.





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A quality program, created by experts in the field who will put their professional and teaching experience at your service to accompany you throughout your specialization"

In this program, the educational relationship between the family and society is discussed, locating the two educational contexts and addressing the importance of family education. In addition, the programmed education carried out by the school is differentiated from the spontaneous education carried out by the family, therefore analyzing formal, non-formal and informal education and studying the present relations between the family and the school.

It also specifies the stages of the family in their educational work, i.e., the education they carry out during early and second childhood. On the other hand, the preparation that the school should provide to families is analyzed, dedicating a specific topic to the School for Parents as a tool for preparing families.

The characteristics of the family understood as a social system and the various changes that have taken place in the family institution during the last decades are also analyzed. Finally, the role of the community is studied, with special emphasis on the media and its educational influence, education in values and family orientation.

All these processes must be materialized in a real and possible adaptation to the needs of each student. For this purpose, an intensive and comprehensive study will show how to develop educational adaptations using the most innovative tools and materials from experts with extensive experience in the sector, in order to create a process that really allows to boost students in their learning, taking into account their optimal ways of dealing with each field of study.

This **Postgraduate Diploma in Pedagogical Counseling in the Family Context** contains the most complete and up-to-date educational 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 device with an Internet connection



Be part of the most advanced, competitive and current teaching with the knowledge of a Postgraduate Diploma in Pedagogical Counseling in the Family Context. You will learn from the best and with the most effective study system on the market"

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This Postgraduate Diploma will confront you with real challenges that will allow you to learn in context, learning in a practical way with the best current study methods"

The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

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

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

Learn in a simple, intensive and flexible way with the quality of the highest rated teaching models in the online teaching scene.

If your goal is to acquire a qualification that will enable you to compete among the best, look no further. This program will give your career the boost it needs.



02

Objectives

TECH's objective is to prepare highly qualified professionals for work experience. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that, in just a few months, can be achieved, with a highly intensive and accurate program.





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Take the step and open a new avenue of development and growth to your career in teaching, specializing in Family Socio-Educational Intervention"



General Objectives

- ♦ Collaborate in supporting families / legal guardians in the development of students
- ♦ Know how to apply specific methodologies for socio-educational action
- ♦ Participate in the assessment and diagnosis of educational needs
- ♦ Use the methodology, tools and material resources adapted to the needs of the students
- ♦ Analyze and understand entrepreneurship opportunities in education, explaining their functionality and characteristics



Prepare yourself for the challenges of a constantly evolving field of work and give your CV an unstoppable boost towards competitiveness"





Specific Objectives

Module 1. Social Exclusion and Policies for Inclusion

- ♦ Know and critically understand the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- ♦ Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession
- ♦ Know the principles and fundamentals of attention to diversity
- ♦ Analyze and critically incorporate the most relevant issues of today's society that affect family and school education
- ♦ Awaken interest and sensitivity towards the socio-cultural reality

Module 2. Methodology of Socio-Educational Action

- ♦ Know the different methodologies of socio-educational action
- ♦ Apply problem solving and decision-making techniques
- ♦ Know how to apply specific methodologies for socio-educational action
- ♦ Critically assess the whole socio-educational process

Module 3. Pedagogical Advice to Social Institutions

- ♦ Know the functions of the pedagogical advisor and their educational value
- ♦ Analyze the different contexts and social entities that can participate in this process
- ♦ Develop skills for quality educational counseling
- ♦ Discuss good practices in educational counseling and their implications

Module 4. Teaching and Learning in the Family, Social and School Context

- ♦ Knowing the relationship between School and Family
- ♦ Acquire tools to differentiate between programmed (school) and spontaneous (family) education
- ♦ Analyze formal, non-formal and informal education
- ♦ Analyze the role of the media in communication and educational influence
- ♦ Highlight the possibilities that educational institutions can offer to the participation of families
- ♦ Identify the different family characteristics

03

Structure and Content

The contents have been developed by the most competent professionals in this sector, with a high quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates. The syllabus of this program enables to learn all aspects of the different disciplines involved in this field. A complete and well-structured program that will lead you to the highest standards of quality and success.





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*A unique, key and decisive experience
to boost your professional development
and improve your teaching techniques"*

Module 1. Social Exclusion and Policies for Inclusion

- 1.1. Basic Concepts of Equality and Diversity
 - 1.1.1. Diversity and Equal Opportunities
 - 1.1.2. Social Cohesion, Exclusion, Inequality and Education
 - 1.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity
- 1.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
 - 1.2.1. Current Context of Social Exclusion
 - 1.2.2. New Sociodemographic Reality
 - 1.2.3. New Labor Reality
 - 1.2.4. Crisis of the Welfare State
 - 1.2.5. New Relational Forms and New Social Ties
- 1.3. Exclusion in Schools
 - 1.3.1. Epistemological Preamble
 - 1.3.2. Sociological References
 - 1.3.3. Social Context that Generates Inequalities
 - 1.3.4. Social Exclusion and Integration
 - 1.3.5. Schooling and Educational Exclusion
 - 1.3.6. Meritocracy and Democratization of Secondary Education
 - 1.3.7. Neoliberal Discourse and the Effects of Power
- 1.4. Main Factors of School Failure
 - 1.4.1. Definition of School failure
 - 1.4.2. Causes of School failure
 - 1.4.3. Difficulties Associated with Failure
 - 1.4.4. Methods of Diagnosing School Failure
- 1.5. Inclusive School and Interculturality
 - 1.5.1. Pluricultural Society and Intercultural Education
 - 1.5.2. Inclusive Education as a Response
 - 1.5.3. Democratic Coexistence in the Classroom
 - 1.5.4. Methodological Proposals for Inclusive Education
- 1.6. Practical Approaches in Attention to Diversity
 - 1.6.1. Inclusive Education in Spain
 - 1.6.2. Inclusive Education in France
 - 1.6.3. Inclusive Education in Latin America
- 1.7. Digital Exclusion in the Digital Information Society
 - 1.7.1. ICTs and the Digital Divide
 - 1.7.2. The Possibilities of ICTs for Labor Market Insertion
 - 1.7.3. How to Improve the Contribution of ICTs to Social Inclusion
- 1.8. The Inclusion of ICT in the Diverse School
 - 1.8.1. ICT as an Inclusive Resource
 - 1.8.2. Teacher Training, ICT and Attention to Diversity
 - 1.8.3. Adaptation of ICT to the Students' Needs
- 1.9. Social Exclusion and Pedagogical Innovation
 - 1.9.1. Inclusion, a New Paradigm
 - 1.9.2. The Denaturalization of School Failure
 - 1.9.3. The Defence of Diversity
 - 1.9.4. Questioning Homogeneity
 - 1.9.5. Resignification of the Teacher's Role
- 1.10. Needs and Practices in Social Policies for Inclusion
 - 1.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
 - 1.10.2. Anticipating Social Problems
 - 1.10.3. Social Participation
 - 1.10.4. Multilevel Articulation

Module 2. Methodology of Socio-Educational Action

- 2.1. Methodology of Action, Socio-Educational Intervention
 - 2.1.1. Social Pedagogy, Teaching and Socio-Educational Action
 - 2.1.2. Fields of Socio-Educational Action
 - 2.1.3. Functionalities of the Socio-Educational Action
 - 2.1.4. The Professional of the Socio-Educational Action
- 2.2. The Phenomenon of Social Exclusion
 - 2.2.1. Exclusion as a Social Phenomenon
 - 2.2.2. Current Social Exclusion
 - 2.2.3. Factors of Social Exclusion
 - 2.2.4. Risks of Social Exclusion
- 2.3. Intervention with Immigrant Population at Risk of Social Exclusion
 - 2.3.1. Initial Reception Processes
 - 2.3.2. Schooling Processes
 - 2.3.3. Relational Processes
 - 2.3.4. Labor Market Insertion Processes
- 2.4. Socio-Educational Intervention with at-Risk Children
 - 2.4.1. Children at Social Risk
 - 2.4.2. National and International Legislation on Children
 - 2.4.3. Programs and Activities of Socio-Educational Intervention with Minors
 - 2.4.4. Programs and Activities of Socio-Educational Intervention with Families 4.3.5
- 2.5. Women at Risk of Social Exclusion
 - 2.5.1. Gender Inequality and Social Exclusion
 - 2.5.2. Immigrant Women
 - 2.5.3. Women in Single-Parent Families
 - 2.5.4. Long-Term Unemployed Women
 - 2.5.5. Unqualified Young Women
- 2.6. Intervention with People with Disabilities
 - 2.6.1. Disability and Social Exclusion
 - 2.6.2. Programs and Activities of Socio-Educational Intervention with People with Disabilities
 - 2.6.3. Socio-Educational Intervention Programs and Activities with Families and Caregivers
- 2.7. Socio-Educational Intervention with Families
 - 2.7.1. Introduction
 - 2.7.2. Systemic Family Approach
 - 2.7.3. Family Counselling
- 2.8. Community Social Dynamization
 - 2.8.1. Introduction
 - 2.8.2. Community and Community Development
 - 2.8.3. Community Action Methodology and Strategies
 - 2.8.4. Achievements of Participation
 - 2.8.5. Participatory Assessment
- 2.9. Socio-Educational Intervention Programs
 - 2.9.1. Socio-Educational Intervention for Child Care
 - 2.9.2. Intervention with Adolescents at Risk of Social Exclusion
 - 2.9.3. Socio-Educational Intervention in Prisons
 - 2.9.4. Intervention with Women Victims of Gender-Based Violence
 - 2.9.5. Socio-Educational Intervention with Immigrants
- 2.10. Towards a Socio-Educational Pedagogy of Death
 - 2.10.1. Concept of Death
 - 2.10.2. Pedagogy of Death in the School Environment
 - 2.10.3. Teaching Proposal

Module 3. Pedagogical Advice to Social Institutions

- 3.1. Pedagogy, Counseling and the Third Social Sector
 - 3.1.1. Third Sector and Education
 - 3.1.2. Keys to Pedagogical Counseling and the Third Social Sector
 - 3.1.3. Example of Pedagogical Counseling Programs for the Third Social Sector
- 3.2. The Figure of the Pedagogical Advisor for Social Organizations
 - 3.2.1. Characteristics of the Educational Advisor
 - 3.2.2. Pedagogical Advisor and Social Entities
 - 3.2.3. Roles of the Educational Advisor outside the Formal Education Context
- 3.3. Contexts and Social Entities for Pedagogical Counseling
 - 3.3.1. Introduction
 - 3.3.2. Non-Educational Contexts for Pedagogical Counseling
 - 3.3.3. Social Entities and Pedagogical Counseling
 - 3.3.4. Conclusions
- 3.4. Design of Social Projects and Pedagogical Counseling
 - 3.4.1. Current Concept of Social Project Planning and Counseling
 - 3.4.2. Phases to Elaborate a Social Project
 - 3.4.3. Conclusions
- 3.5. Sustainability of Social Entities and Pedagogical Counseling
 - 3.5.1. Introduction to Sustainability of Social Organizations
 - 3.5.2. Professional Learning Communities
 - 3.5.3. External Counseling to the School on Sustainable Innovation
 - 3.5.4. Continuous Improvement and Participation in Pedagogical Counseling
- 3.6. Pedagogical Counseling to Social Institutions in the Field of Education
 - 3.6.1. Introduction
 - 3.6.2. The Pedagogical Counselor in Educational Matters
 - 3.6.3. Example of Educational Counseling
- 3.7. Pedagogical Counseling to Social Institutions in the Field of Employment and Social and Labor Inclusion Projects
 - 3.7.1. Introduction
 - 3.7.2. The Educational Counselor for Employment
 - 3.7.3. Example of Employment Counseling



- 3.8. Pedagogical Counseling to Social Institutions in the Field of Entrepreneurship and Social Innovation
 - 3.8.1. Introduction
 - 3.8.2. The Pedagogical Counselor in the Field of Entrepreneurship
 - 3.8.3. Example of Entrepreneurship Counseling
- 3.9. Pedagogical Counseling to Social Institutions on Equal Opportunities, Sustainability and the Environment
 - 3.9.1. Introduction
 - 3.9.2. The Pedagogical Advisor on Equality
 - 3.9.3. Example of Entrepreneurship Counseling
- 3.10. Good Practices in Pedagogical Counseling for Social Entities
 - 3.10.1. Counseling and Improvement
 - 3.10.2. Strategies for Good Counseling
 - 3.10.3. Conclusions

Module 4. Teaching and Learning in the Family, Social and School Context

- 4.1. Education, Family and Society
 - 4.1.1. Introduction to the Categorization of Formal, Non-Formal and Informal Education
 - 4.1.2. Concepts of Formal, Non-Formal and Informal Education
 - 4.1.3. Latest Information of Formal and Non-Formal Education
 - 4.1.4. Fields of Non-Formal Education
- 4.2. Family Education in a World of Change
 - 4.2.1. Family and School: Two Educational Contexts
 - 4.2.2. Family and School Relationships
 - 4.2.3. The School and the Information Society
 - 4.2.4. The Role of the Media
- 4.3. The Educating Family
 - 4.3.1. Main Dimensions in the Study of Socialization
 - 4.3.2. Agents of Socialization
 - 4.3.3. The Concept of Family and Its Functions
 - 4.3.4. Family Education
- 4.4. Education, Family and Community
 - 4.4.1. Community and Family Educating
 - 4.4.2. Education in Values
- 4.5. School for Parents
 - 4.5.1. Communication with the Families
 - 4.5.2. The School for Parents
 - 4.5.3. Program of a School of Parents
 - 4.5.4. The Methodology of Family Workshops
- 4.6. Family Educational Practices
 - 4.6.1. Family Characteristics
 - 4.6.2. The Family: Its Social Changes and New Models
 - 4.6.3. The Family as a Social System
 - 4.6.4. Discipline in the Family
 - 4.6.5. Family Educational Styles
- 4.7. The Media and Its Educational Influence
 - 4.7.1. Media Culture
 - 4.7.2. Education through Media
- 4.8. Family Counselling
 - 4.8.1. Educational Counselling
 - 4.8.2. Educating in Social Skills and in Childhood
- 4.9. Social Change, School and Teachers
 - 4.9.1. An Evolving Economy
 - 4.9.2. Networked Organizations
 - 4.9.3. New Family Configurations
 - 4.9.4. Cultural and Ethnic Diversity
 - 4.9.5. Knowledge with an Expiry Date
 - 4.9.6. The Teacher: An Agent in Crisis
 - 4.9.7. Teaching: The Profession of Knowledge
- 4.10. Some Constants in Teaching
 - 4.10.1. The Content Taught Generates Identity
 - 4.10.2. Some Knowledge Is Worth More Than Others
 - 4.10.3. Teaching Is Learning to Teach
 - 4.10.4. "Every Teacher Has Their Own Little Book"
 - 4.10.5. Students at the Center of Motivation
 - 4.10.6. Whoever Leaves the Classroom Does Not Return

04

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.





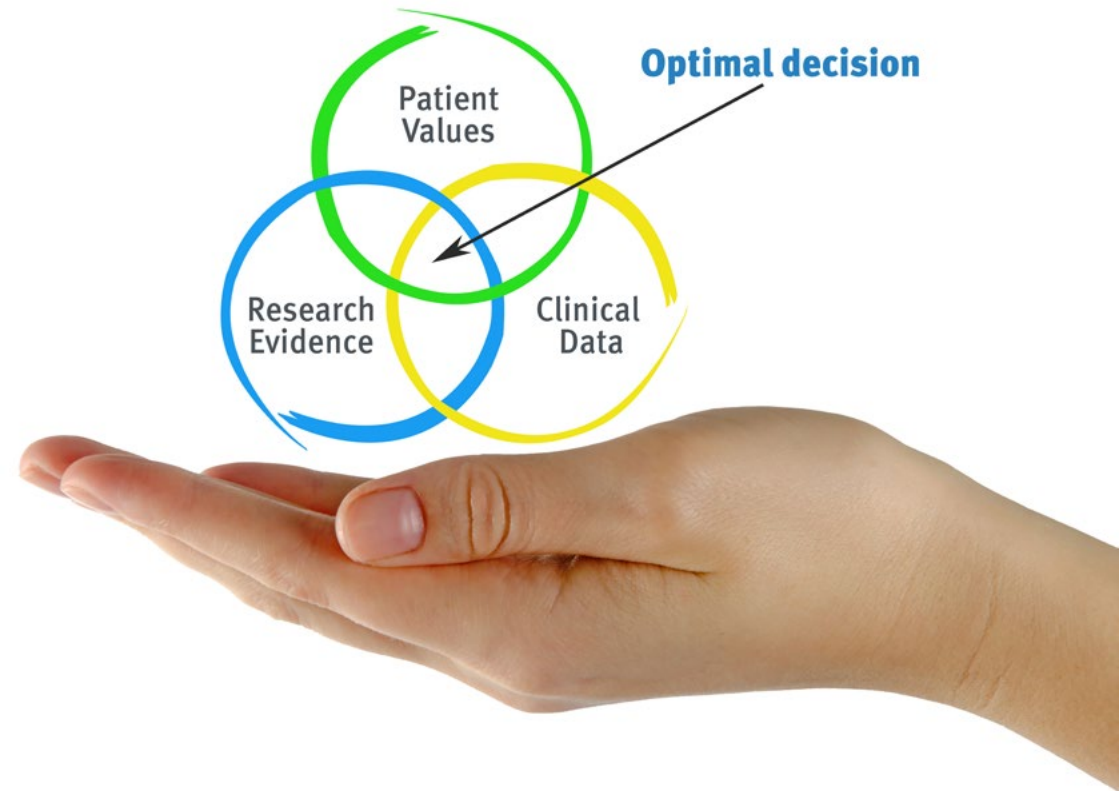
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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 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.



05

Certificate

This Postgraduate Diploma in Pedagogical Counseling in the Family Context guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Pedagogical Counseling in the Family Context** 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Pedagogical Counseling in the Family Context**

Official N° of hours: **600 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate 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 commitment
personalized service innovation
knowledge present
development language
virtual classroom



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

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