

Postgraduate Diploma

Psychoeducational Intervention in High Capacity Individuals



Postgraduate Diploma Psychoeducational Intervention in High Capacity Individuals

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-psychoeducational-intervention-high-capacity-individuals

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01

Introduction

Young people with High Capacity need to be approached in a specific way and with special techniques to enhance their learning and facilitate their correct evolution. For this, the professionals in charge of their education must possess advanced skills and specialized knowledge that allow them to carry out their work with the best possible quality. This is the reason why TECH has designed a program that seeks to provide its students with the necessary skills to enable them to face the reality of their profession in an optimal and efficient manner. In this way, throughout the syllabus we delve into High Capacity Intervention, Educational Strategies, Self-Regulated Learning, or Creativity in the Classroom. All this, in a 100% online modality.





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Become an expert in Psychoeducational Intervention in High Capacity Individuals, thanks to TECH and a complete and up-to-date program”

All over the world there are children and adolescents with High Capacity, each one of them has its own characteristics that require a personalized approach to avoid the usual problems of performance or adaptation. Current research in Neuroscience shows the need for a transformation in teaching methodologies for these individuals and for specialized professionals who can tackle this task with total efficiency.

This is the reason why TECH has created a Postgraduate Diploma in Psychoeducational Intervention in High Capacity Individuals, with which it seeks to provide professionals in this sector with the skills and specialized knowledge necessary to carry out their work as efficiently as possible. And this, through theoretical and practical content on the relevance of educational intervention, the strategies to follow, the necessary steps to carry out a self-regulation of behavior or the different models of emotional transformation, among other relevant aspects.

All of this, in a 100% online modality that allows the student to complete their studies while combining them with their other activities and obligations, without being subjected to time limits or unnecessary travel. In addition, with the full availability of the most complete, innovative and dynamic contents of the current educational market.

This **Postgraduate Diploma in Psychoeducational Intervention in High Capacity Individuals** 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 Psychoeducational Intervention in High Capacity Individuals
- ♦ 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 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



Enroll now and get access to all the material from day one, being able to delve into topics such as Resources and Techniques for Motivation”

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*Acquire new knowledge about
Neuroscientific Studies or Resources
for Emotional Regulation”*

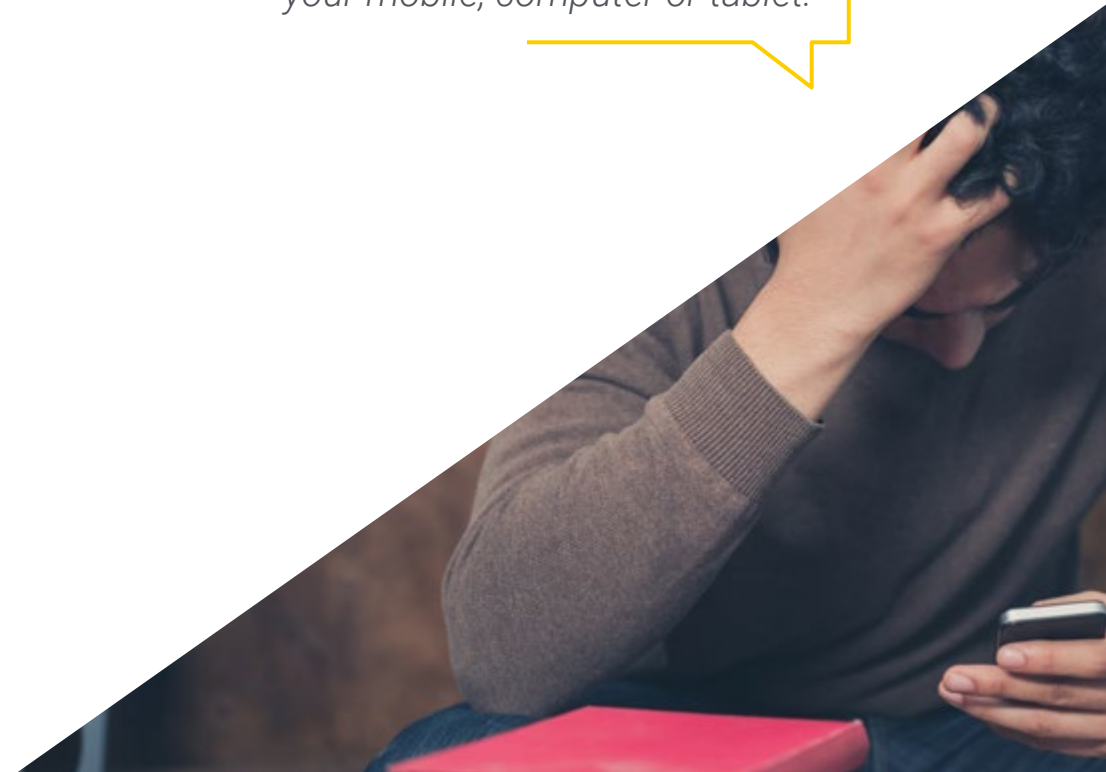
The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the educational year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

Delve into aspects such as Self-Regulated Learning or Educational Strategies in a few months and without leaving home.

Get in-depth knowledge on Coping Strategies and Problem Solving, from your mobile, computer or tablet.



02

Objectives

The objective of this Postgraduate Diploma in Psychoeducational Intervention in High Capacity Individuals is to provide students with the skills and competencies with which to face a promising professional future in this area. All this, through complete multimedia materials, up-to-date information, and the latest teaching technologies.



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Face the challenge and enjoy a program that will facilitate your path to professional success in one of the most promising areas of education"



General Objectives

- ♦ Train the participant to recognize and initiate the detection of students who present characteristics compatible with the High Capacity spectrum
- ♦ Make known the main characteristics of High Capacity, as well as the pedagogical, scientific, and legal framework in which this reality is framed
- ♦ Show students the main assessment tools, as well as the criteria to complete the process of indentifying the specific educational needs required for High Capacity
- ♦ Enable students in the use of techniques and strategies for educational intervention, as well as for response orientation in different extracurricular areas
- ♦ Develop the capacity to elaborate specific adaptations, and collaborate in or promote integral programs within educational projects and attention plans for diversity at the center
- ♦ Value the multidimensionality of High Capacity and the need for multiprofessional interventions with flexible and adaptive methodologies from an inclusive vision
- ♦ Consolidate innovation and the application of new technologies as a central and useful element in the educational process
- ♦ Awaken in the student the necessary sensitivity and initiative to become a catalyst for the paradigmatic change that will make an inclusive educational system possible





Specific Objectives

Module 1. Intervention in High Capacity Individuals

- ♦ Know the integrated diagnostic model and its phases
- ♦ Know the comorbidities that usually accompany the spectrum of High Capacity individuals
- ♦ Differentiate between manifestations or symptoms that could be related to High Capacity and symptoms that could be related to the presence of disorders
- ♦ Organize the decision-making process based on initial diagnoses
- ♦ Propose specific lines of action for educational intervention
- ♦ Analyze the lines of intervention proposed at family and personal levels based on case studies assessing their impact

Module 2. Educational Strategies and Methodologies

- ♦ Identify the educational needs of students with high capacities
- ♦ Understand the importance of implementing precise curricular adaptations
- ♦ Critique the different educational measures proposed by educational administrations by analyzing the advantages and disadvantages
- ♦ Demonstrate the need for early intervention and an integrated and proactive diagnosis
- ♦ Understand the different rhythms of cognitive, physical and emotional development, as well as the incidence of dyssynchronies during development
- ♦ Know the classification of high-capacity individuals in the broad spectrum that represents this multidimensional reality
- ♦ Interpret the differential cognitive profiles
- ♦ Differentiate between quantitative and qualitative cut-off points on both sides of population statistical distribution

- ♦ Know the characteristics of intellectual precocity in infants and primary school stages
- ♦ Analyze real cases of intellectual precocity
- ♦ Describe the different types of talent, both simple and compound
- ♦ Review real cases of the different types of talent, both simple and compound

Module 3. Self-regulated Learning

- ♦ Analyze the differential characteristics and complexity of giftedness, as well as the underlying clinical variables
- ♦ Become familiar with practical cases of giftedness in secondary education
- ♦ Interpret gender and developmental differential variables that accompany giftedness
- ♦ Discuss the importance of assessing and considering the cognitive learning styles of students in the design of educational programs
- ♦ Analyze the different models that explain learning styles
- ♦ Compare learning styles with cognitive styles
- ♦ Compare assessment tools of cognitive learning styles

Module 4. Creativity and Emotional Education in the Classroom

- ♦ Plan actions and precise guidance to favor the development of each learning style
- ♦ Know the main obstacles and aspects to avoid in order not to compromise student normal development while , respecting their learning styles
- ♦ Discuss the consideration of learning styles and their repercussion on the different educational stages
- ♦ Understand the process of identifying specific educational needs regarding High Capacity individuals
- ♦ Plan the most frequent questions and answers regarding the detection of student potential
- ♦ Propose strategies and projects for initial screening in schools
- ♦ Differentiate between individual screening and group-classroom screening
- ♦ Review screening projects carried out in our environment
- ♦ Know the different screening protocols and tools used with teachers, students and families
- ♦ Apply screening instruments in close contexts





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Reach your most demanding goals in a short time and in a precise way, thanks to the most complete and innovative program in Psychoeducational Intervention in High Capacity Individuals”

03

Course Management

TECH has brought together in this Postgraduate Diploma in Psychoeducational Intervention in High Capacity Individuals a reference teachers, made up of excellent professionals who are part of its team of experts. These specialists have poured their most specialized knowledge and extensive experience throughout the entire plan of studies to create a unique and unrepeatable program in today's educational landscape.





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Enhance your professional profile and stand out in the educational field, with the help of the best professionals, who will solve your doubts throughout the process”

Management



Dr. Medina Cañada, Carmen Gloria

- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ♦ Psychologist and Speech therapist at the Asperger Association of the Canary Islands (ASPERCAN)
- ♦ Psychologist and Speech Therapist in Yoyi
- ♦ Psychologist and Speech Therapist at the Center for Audiology and Speech Therapy Studies
- ♦ Psychologist of minors in the Psychological Guidance Area at ANSITE
- ♦ Bachelor's PhD in Pedagogy, University of La Laguna
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Degree in Primary Education by University of La Laguna

Professors

Mr. Aznar Rodríguez, Francisco Javier

- ♦ Specialist in Psychopedagogy and High Capacities
- ♦ Neurosynchrony Manager (Alicante)
- ♦ Judicial Expert at the International Institute of High Capacities of the Community of Valencia
- ♦ Degree in Psychopedagogy from ULPGC
- ♦ Diploma in Primary School Education from the University of Las Palmas of Gran Canaria (ULPGC)
- ♦ Master's Degree in High Capacities from the CEU Cardenal Herrera University

Ms. Herrera Franquis, María del Carmen

- ♦ Director of the Canary Islands Psychological Center
- ♦ Director of the Canary Islands Institute of High-Capacity Individuals in Tenerife
- ♦ Teacher in university and postgraduate studies in Psychology
- ♦ Degree in Psychology
- ♦ Expert in the Psychological Approach to Personality Disorders in Childhood and Adolescence
- ♦ Member of: the National Network of Psychologists for the Psychological Attention to Victims of Terrorism of the Ministry of the Interior

Mr. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Talent Club
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of the PI Study Center
- ♦ Director of Web Application Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain
- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning , Tech Education
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master' s Degree in E-Commerce
- ♦ Specialist in the Latest Technologies Applied to Teaching, Digital Marketing, Web Application Development and Internet Business

Dr. Peguero Álvarez, María Isabel

- ♦ Specialist in Family and Community Medicine in the Extremeño Health Service
- ♦ Family Physician with Pediatric duties in Primary School Care
- ♦ Coordinator of the Primary School team in the Extremadura Health Service
- ♦ Author of several publications related to high capacities and of the Clinical Practice Guide in Primary School Care
- ♦ Participation in various forums, congresses, and conferences related to high capacities

Mr. Hernández Felipe, Eduardo

- ♦ Psychologist Expert in High Capacities and Social Intervention
- ♦ Psychologist Responsible for an Immediate Care Center
- ♦ Child and Adolescent Psychologist at the DUO Center
- ♦ Psychologist at The Catholic Worker Farm
- ♦ Collaborator in the Canary Islands Institute of High Capacities
- ♦ Degree in Psychology from the University of La Laguna
- ♦ Master's Degree in Family Intervention from the University of Gran Canaria
- ♦ Master's Degree in General Health Psychology from the University of Valencia
- ♦ Master's Degree in High Abilities and Inclusive Education

Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical advisor and External Educational Collaborator
- ♦ Academic Coordinator Online University in Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Capacity
- ♦ Creation of INTEF Educational Content at the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Psychopedagogue from the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Ms. Pérez Santana, Lirian Ivana

- ♦ Psychologist Specialized in High Capacities
- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities)
- ♦ Guidance Counselor at IES Vega de San Mateo
- ♦ Guidance counselor at CPEIPS Nuestra Señora de las Nieves
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ International Master's Degree in Forensic Psychology from the Spanish Association of Behavioral Psychology

Ms. Rodríguez Ventura, María Isabel

- ♦ Director, Coordinator and Therapist at Gabinete Pedagógico Lanzarote SL
- ♦ Coordinator, Therapist and Head Pedagogue at Creciendo Yaiza Association
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Master's Degree in Intervention in Learning Difficulties from ISEP University
- ♦ Member of: the Canary Institute of High Capacity Individuals Lanzarote Delegation





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A unique, key, and decisive educational experience to boost your professional development”

04

Structure and Content

The structure and content of this plan have been designed by the professionals who make up TECH's team of experts in Psychoeducational Intervention in High Capacity Individuals. In this way, complete, up-to-date, and dynamic contents have been created that represent a unique opportunity in the educational market and that meet the highest expectations.





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Access all the material and a wide variety of additional information that will allow you to expand your knowledge in those aspects of the syllabus that interest you the most”

Module 1. Intervention in High Capacity Individuals

- 1.1. Techniques to Improve Self-Esteem
 - 1.1.1. Understanding how self-esteem is formed
 - 1.1.2. Techniques to Improve Self-Esteem
- 1.2. Coping and Problem-Solving Strategies
 - 1.2.1. Coping Strategies
 - 1.2.2. Self-Instructions
 - 1.2.3. Problem-Solving Techniques
- 1.3. Social Skills
 - 1.3.1. Importance of Social Skills at AACCC
 - 1.3.2. Models and Types of Social Skills
- 1.4. Emotional Management
 - 1.4.1. Emotion Recognition
 - 1.4.2. Emotions Expression
- 1.5. Learning Planning
 - 1.5.1. Dimensions of learning
 - 1.5.2. The Spatio-Temporal Organization of Learning
- 1.6. Personal Development Orientation and Guidance
 - 1.6.1. Guidelines for Cognitive Development
 - 1.6.2. Guidelines for Emotional Development
 - 1.6.3. Guidelines in Vocational and Professional Sector
- 1.7. Family-Centered Intervention
 - 1.7.1. Understanding High Capacity Individuals
 - 1.7.2. Acceptance of Reality
 - 1.7.3. Decision-Making in the Family Environment
 - 1.7.4. Behaviors within the Family
 - 1.7.5. Projects with the Family
 - 1.7.6. Emotional Intelligence. Managing Emotions

- 1.8. Educational Intervention
 - 1.8.1. Educational Projects at the Center
 - 1.8.2. Structural Adjustments
 - 1.8.3. Organizational Changes
 - 1.8.4. Plan of Attention to Diversity
 - 1.8.5. Teacher Training Plan
 - 1.8.6. Organizing the Early Childhood Curriculum
 - 1.8.7. Organizing the Primary Education Curriculum
 - 1.8.8. Organizing the Secondary Education Curriculum
 - 1.8.9. Emotional Intelligence. Classroom Application
 - 1.8.10. Family and School Projects and Programs

Module 2. Educational Strategies and Methodologies

- 2.1. Definition of Curricular Enrichment
 - 2.1.1. What is Curricular Enrichment?
 - 2.1.2. The Proposal Should Be Made instead of the Regular Task, not in Addition to It
 - 2.1.3. Benefits
 - 2.1.4. Theoretical Basis for Curriculum Enrichment
 - 2.1.5. Educational Measures for Students with High Capacity
 - 2.1.6. Special Measures
- 2.2. Enrichment Models
 - 2.2.1. Enrichment Models
- 2.3. Enriching the Curriculum for all Students
 - 2.3.1. SEM Model
 - 2.3.2. Portfolio
 - 2.3.3. Triarchic Model
- 2.4. Extracurricular Enrichment
 - 2.4.1. Extracurricular Work Areas
 - 2.4.2. Extracurricular Enrichment Programs
- 2.5. Regarding Acceleration
 - 2.5.1. The Templeton Report
 - 2.5.2. Advantages and Disadvantages of Acceleration or Flexibilization

- 2.6. Classroom Pedagogic Design
 - 2.6.1. Classroom Organization
 - 2.6.2. Strategies for Each Stage
- 2.7. Models for Curricular and Methodological Accommodations
 - 2.7.1. What We Mean by Methodological Adaptation
 - 2.7.2. Examples of Specific Curricular Adaptations
- 2.8. Individual Curricular Accommodations
 - 2.8.1. Steps to Follow
 - 2.8.2. Accommodation Design
 - 2.8.3. Evaluation and Monitoring
- 2.9. Good Educational Practices
 - 2.9.1. General Considerations for a Good Education
 - 2.9.2. Aspects to Be Developed in Good Educational Practice

Module 3. Self-regulated Learning

- 3.1. Metacognition and Learning
 - 3.1.1. Metacognitive Strategies and Learning Styles
 - 3.1.2. Learning Facilitators
 - 3.1.3. Conceptual Maps
- 3.2. Self-regulation and Thought
 - 3.2.1. What is Thought Self-Regulation?
 - 3.2.2. Steps in Thought Self-Regulation
- 3.3. Self-regulation and Emotion
 - 3.3.1. What is Emotion Self-Regulation?
 - 3.3.2. Steps in Emotion Self-Regulation
- 3.4. Self-regulation and Behavior
 - 3.4.1. What is Behaviour Self-Regulation?
 - 3.4.2. Steps in Behaviour Self-Regulation
- 3.5. Phases of the Self-Regulation Process
 - 3.5.1. Identification of Self-Regulation
 - 3.5.2. Supervision of Self-Regulation
 - 3.5.3. Evaluation of Self-Regulation

- 3.6. Self-Instructions
 - 3.6.1. What are Self-Instructions?
 - 3.6.2. Self-Instruction Training
- 3.7. Executive Functions
 - 3.7.1. Working Memory
 - 3.7.2. Education
 - 3.7.3. Reasoning
 - 3.7.4. Flexibility
 - 3.7.5. Inhibition
 - 3.7.6. Decision Making
 - 3.7.7. Estimating Time
 - 3.7.8. Dual Execution
 - 3.7.9. Branching (Multitask)
- 3.8. Personal Learning Environments (PLE)
 - 3.8.1. What are the PLE?
 - 3.8.2. Implementation of the PLE in the Classroom
- 3.9. Self-regulated Learning Tools
 - 3.9.1. Internal and External Control Strategies
 - 3.9.2. New Technologies Applied to Self-Regulation

Module 4. Creativity and Emotional Education in the Classroom

- 4.1. Emotional Intelligence and the Education of Emotions according to the Mayer and Salovey Model
 - 4.1.1. Introduction: Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
- 4.2. Other Emotional Intelligence Models and Emotional Transformation
 - 4.2.1. Emotional Competence Models
 - 4.2.2. Social Competence Models
 - 4.2.3. Multiple Models
- 4.3. Social-Emotional Competencies and Creativity by Level of Intelligence
 - 4.3.1. Social-Emotional Competencies and Creativity by Level of Intelligence

- 4.4. Concept of Emotional Quotient, Intelligence and Dyssynchrony Accommodation in High Intellectual Capacities
 - 4.4.1. Concept of Emotional Quotient, Intelligence and Dyssynchrony Accommodation in High Intellectual Capacities
- 4.5. Concept of Hyperemotivity
- 4.6. Current Scientific Studies on Creativity, Emotions, Self-Awareness and Intelligence
 - 4.6.1. Neuroscientific Studies
 - 4.6.2. Applied Studies
- 4.7. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
 - 4.7.1. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
 - 4.7.2. Factors Leading to Demotivation in the Classroom
 - 4.7.3. Motivational Resources
 - 4.7.4. Technique for Operational Learning
 - 4.7.5. Resources for Emotional Regulation
- 4.8. Standardized Tests to Assess Emotions and Creativity Creativity Tests and Quizzes
 - 4.8.1. Standardized Tests to Assess Emotions and Creativity
 - 4.8.2. Emotional Tests and Quizzes
 - 4.8.3. Creativity Tests and Quizzes
 - 4.8.4. Assessing Emotions
 - 4.8.5. Creativity Assessment
 - 4.8.6. Laboratories and Valuation Experiences
- 4.9. Inclusive Schools: Humanist Model and Emotional Education Interrelation
 - 4.9.1. Inclusive Schools: Humanist Model and Emotional Education Interrelation





“A Postgraduate Diploma in Psychoeducational Intervention in High Capacity Individuals that has been designed based on the most efficient pedagogical methodology, TECH Relearning”

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 Diploma in Psychoeducational Intervention in High Capacity guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





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

This program will allow you to obtain your **Postgraduate Diploma in Psychoeducational Intervention in High Capacity Individuals** 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: **Postgraduate Diploma in Psychoeducational Intervention in High Capacity Individuals**

Modality: **online**

Duration: **6 months**

Accreditation: **24 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.



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Postgraduate Diploma

Psychoeducational Intervention in High Capacity Individuals

