

# Postgraduate Diploma Psychopedagogic Intervention



## Postgraduate Diploma Psychopedagogic Intervention

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-psychopedagogic-intervention](http://www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-psychopedagogic-intervention)

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# 01

# Introduction

The development of psychopedagogy in the labor and social areas has become, in recent times, an unstoppable trend. New developments and theories provide professionals in this specialty with valuable alternatives or complementary approaches and intervention tools. In this context, keeping up-to-date and obtaining new skills in the areas of innovation is a professional obligation. In this program, students will be able to acquire all the necessary knowledge to be at the forefront of this discipline.







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*The socio-occupational world requires educational psychologists to make a constant effort to keep up to date. With this Postgraduate Diploma in Psychopedagogic Intervention, we make this very easy for you"*

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 socio-labor, 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 in fact 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 Diploma in Psychopedagogic Intervention** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Practical cases presented by Psychopedagogy Experts
- ♦ Designed with graphic, schematic, and eminently practical content
- ♦ Latest advancements on School Psychopedagogy
- ♦ Practical exercises where the self-evaluation process can be carried out 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



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

“

*The most advanced forms of intervention and resources for psychological support and guidance, all in this Postgraduate Diploma created specially to boost your competitiveness”*

The teaching staff of this Postgraduate Diploma in Psychopedagogic Intervention is designed by 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 learn in real situations.

The design of this program is based on Problem-Based Learning, so that the professional 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 program created to give you the qualification your CV needs in an increasingly demanding labor market.*

*A Training created to allow you to combine your Studies with Other Occupations, smoothly and comfortably, without giving up anything.*





# 02

# Objectives

The main objective of this Postgraduate Diploma is to offer a high-quality complement to the course. 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.







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*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

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- ♦ Acquire new competencies and skills in the area of Psychopedagogy
- ♦ Get up to date in the area of Psychopedagogy in the school context
- ♦ 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 Evaluation, Diagnosis, and Guidance
- ♦ Be able to research and innovate in order to respond to new demands





## Specific Objectives

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### Module 1. Psychopedagogical Diagnosis in the Social and Community Environment

- ♦ Understand socio-community intervention to develop psychopedagogical techniques
- ♦ Differentiate the dual framework of social and health care activities: non-formal and informal education
- ♦ Develop different socio-educational programs according to age groups
- ♦ Learn to work with different special vulnerability groups

### Module 2. Design, Management and Evaluation of Social and Occupational Projects

- ♦ Address work and social environments from an educational perspective
- ♦ Reflect on information and knowledge societies
- ♦ Learn about the quality of socio-labor projects and services
- ♦ Learn to perform an analysis of reality
- ♦ Learn how to carry out a socio-educational diagnosis

### Module 3. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

- ♦ Recognize the different Family Models in order to create Specific Dynamics to promote the Well-being of all Family Members
- ♦ Value psychopedagogical and socio-educational intervention as a necessary tool for families in situations of psychosocial risk
- ♦ Discover the necessity of the Intervention of the Psychopedagogic Psychologist to favor the Relationship between the Family and the School



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



03

# Course Management

Within the concept of total quality of the program, we are proud to offer our students a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

RESUME

A hand is holding a white document titled 'RESUME' in a blurred office environment. The document is slightly out of focus, showing some text and lines. The background is a bright, out-of-focus office space with a desk and a chair. A large red diagonal shape is overlaid on the bottom left corner of the image.

“

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

## Management



### D. 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 evaluation of social insertion interventions for people with severe mental illness
- ♦ Graduate in Psychopedagogy from the University of Laguna





# 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.







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



## Module 1. Psychopedagogical Diagnosis in the Social and Community Environment

- 1.1. Concept and Purpose of Socio-Community Intervention
  - 1.1.1. Concept, Principles and Purpose of Socio-Community Intervention Fields and Dimensions
    - 1.1.1.1. Concept and Principles of Socio-Community Intervention
    - 1.1.1.2. Purpose
    - 1.1.1.3. Fields and Dimensions
- 1.2. Socio-Community Intervention Agents and Recipients
  - 1.2.1. Socio-Community Mediation: Social Agents and Target Audiences
    - 1.2.1.1. Social Agents
    - 1.2.1.2. Recipients
- 1.3. Dual Action Framework: Non-Formal and Informal Education
  - 1.3.1. Non-Formal and Informal Education Conceptualization and Intervention Areas
    - 1.3.1.1. Non-Formal Education
    - 1.3.1.2. Intervention Areas in Non-Formal Education
    - 1.3.1.3. Informal Education
    - 1.3.1.4. Intervention Areas in Informal Education
- 1.4. Non-Formal Education Programs: Childhood
  - 1.4.1. Non-Formal Child Care Programs
    - 1.4.1.1. Non-Formal Child Care Programs
- 1.5. Non-Formal Education Programs: Adolescence and Early Adulthood
  - 1.5.1. Job Training, Social Component, NGOs: Adolescent and Public Entity Adolescent Programs
    - 1.5.1.1. Work Training Programs
    - 1.5.1.2. Social Component Programs
    - 1.5.1.3. NGO Programs for Adolescents
    - 1.5.1.4. Programs for Public Entity Adolescents
- 1.6. Non-Formal Education Programs: Middle Age
  - 1.6.1. NGO Middle-Age Programs, Public Entity Middle-Age Programs, Job Training Programs
    - 1.6.1.1. NGO Programs for Middle-Aged People
    - 1.6.1.2. Middle-Age Public Entity Programs
    - 1.6.1.3. Work Training Programs
- 1.7. Non-Formal Education Programs: Seniors
  - 1.7.1. Active Aging Senior Programs
    - 1.7.1.1. Active Aging
    - 1.7.1.2. Promoting Active Aging: Programs
- 1.8. Special Vulnerability Group Mediation: People in Prisons
  - 1.8.1. Health Mediation and Mediation Project Design and Selection-Recruitment of Health Agents
    - 1.8.1.1. Health Mediation and Mediation Project Design
    - 1.8.1.2. Health Agents Selection and Recruitment
- 1.9. Special Vulnerability Group Mediation: Institutionalized Minors
  - 1.9.1. Family Conflict Residential Foster Care and Conflict Resolution Programs
    - 1.9.1.1. Family Conflict
    - 1.9.1.2. Residential Foster Care
    - 1.9.1.3. Conflict Resolution Programs
- 1.10. Special Vulnerability Group Mediation: People in Situations of Marginalization and Extreme Poverty
  - 1.10.1. Extreme Poverty and Human Rights Measurement and Mediation
    - 1.10.1.1. Extreme Poverty
    - 1.10.1.2. Human Rights
    - 1.10.1.3. Measurement
    - 1.10.1.4. Mediation
- 1.11. Special Vulnerability Group Mediation: People in Migratory Situations or Refugee Status
  - 1.11.1. Projects Based on Refugee Status, Intercultural Mediators and Geographical Scope
    - 1.11.1.1. Projects Based on Refugee Status
    - 1.11.1.2. Intercultural Mediators
    - 1.11.1.3. Geographical Scope
- 1.12. Special Vulnerability Group Mediation: People Who Have Suffered Abuse or Mistreatment
  - 1.12.1. Types of Abuse Mediators and Family Social Mediation
    - 1.12.1.1. The Concept of Abuse
    - 1.12.1.2. Types of Abuse
    - 1.12.1.3. Mediators and Family Social Mediation



**Module 2. Design, Management and Evaluation of Social and Occupational Projects**

- 2.1. Society, Socialization and Society-Education Interaction
  - 2.1.1. Globalization and Information and Knowledge Society Inequality and Education
    - 2.1.1.1. Globalization
    - 2.1.1.2. Information and Knowledge Society
    - 2.1.1.3. Inequality and Education
- 2.2. Socio-Labor Project Quality
  - 2.2.1. Quality Concepts Service Quality
    - 2.2.1.1. Quality Concepts
    - 2.2.1.2. Service Quality
- 2.3. Social Responsibility and Strategic Planning
  - 2.3.1. Strategic and User-Oriented Organizational Model
    - 2.3.1.1. Strategic and User-Oriented Organizational Model
    - 2.3.1.2. Social Responsibility
  - 2.3.2. Strategic Planning and Basic Principles of Social and Occupational Projects
    - 2.3.2.1. Strategic Planning
    - 2.3.2.2. Basic Principles of Social and Occupational Projects
- 2.4. Reality Analysis and Problem Identification
  - 2.4.1. Reality Analysis and Problem Identification. Functions and Fields
    - 2.4.1.1. Reality Analysis and Problem Identification
    - 2.4.1.2. Functions of Reality Analysis
    - 2.4.1.3. Fields Reality Analysis
- 2.5. Participatory Socio-Educational Diagnosis for Problem Identification
  - 2.5.1. Diagnosis Phase
  - 2.5.2. Study Object, Influence Area and Equipment Creation
    - 2.5.2.1. Object of Study
    - 2.5.2.2. Influence Area
    - 2.5.2.3. Equipment Creation

- 2.6. Social and Occupational Intervention Planning
  - 2.6.1. Problem Justification and Formulation and Objectives
    - 2.6.1.1. Justification
    - 2.6.1.2. Problem Formulation
    - 2.6.1.3. General and Specific Objectives
  - 2.6.2. Internal Planning and Management Models
    - 2.6.2.1. Planning Models
    - 2.6.2.2. Internal Management
- 2.7. Project Development Guide
  - 2.7.1. Work Plan: Organizational Elements and Resources
    - 2.7.1.1. Work Plan
    - 2.7.1.2. Organizational, Operational and Methodological Elements
    - 2.7.1.3. Resources
- 2.8. Human Resources and Infrastructure
  - 2.8.1. People Management and HR Policies Resources
    - 2.8.1.1. People Management.
    - 2.8.1.2. PR Policies Resources
  - 2.8.2. Persons Assessment
- 2.9. Financial Management: Budgets, Execution and Auditing
  - 2.9.1. Budget Preparation and Execution Audits
    - 2.9.1.1. Budget Preparation
    - 2.9.1.2. Budget Execution
    - 2.9.1.3. Audits
- 2.10. Performance Evaluation Models
  - 2.10.1. Evaluation Designs
    - 2.10.1.1. Types of Evaluation Designs
  - 2.10.2. Phases of the Process, Types, Methodology and Evaluation Instruments
    - 2.10.2.1. Phases of the Process
    - 2.10.2.2. Types of Designs
    - 2.10.2.3. Methodology
    - 2.10.2.4. Assessment Tools

- 2.11. Data Collection, Systematization and Analysis
  - 2.11.1. Analysis, Technique and Procedure Types Access and Data Collection
    - 2.11.1.1. Data Analysis Types
    - 2.11.1.2. Data Collection Techniques
    - 2.11.1.3. Data Analysis Procedures
    - 2.11.1.4. Data Access
    - 2.11.1.5. Data Logging
- 2.12. Memos and Reports
  - 2.12.1. Results, Report and Final Report Dissemination
    - 2.12.1.1. Dissemination of Results
    - 2.12.1.2. Memory
    - 2.12.1.3. Final Report

**Module 3. Psychopedagogical Counseling to Families in Psychosocial Risk Situations**

- 3.1. Construction of the Concept of Family
  - 3.1.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
    - 3.1.1.1. The Family as a Context for Human Development
    - 3.1.1.2. Family Functions
    - 3.1.1.3. Family Dynamics and Rules
    - 3.1.1.4. Roles within the Family Context
- 3.2. Evolution of Family Institution
  - 3.2.1. Social Changes and New Forms of Family Coexistence
    - 3.2.1.1. The Influence of Social Changes on the Family
    - 3.2.1.2. New Family Forms
  - 3.2.2. Family Education Styles
    - 3.2.2.1. Democratic Style
    - 3.2.2.2. Authoritarian Style
    - 3.2.2.3. Negligent Style
    - 3.2.2.4. Indulgent Style



- 3.3. Families at Psychosocial Risk
  - 3.3.1. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
    - 3.3.1.1. What is Psychosocial Risk?
    - 3.3.1.2. Psychosocial Risk Assessment Criteria
    - 3.3.1.3. Families in Psychosocial Risk Situation
  - 3.3.2. Risk Factors vs. Protective Factors
    - 3.3.2.1. Risk Factors
    - 3.3.2.2. Protective Factors
- 3.4. Processes of Orientation and Psycho-Pedagogical Intervention
  - 3.4.1. Conceptualization of Psycho-Pedagogical Intervention and Models of Psycho-Pedagogical Intervention
    - 3.4.1.1. Concept of Psychopedagogical Intervention in the Family Environment
    - 3.4.1.2. Models of Psychopedagogical Intervention
  - 3.4.2. Addressees, Areas, and Contexts of Psychopedagogical Intervention
    - 3.4.2.1. Addressees of the Psychopedagogical Intervention
    - 3.4.2.2. Areas of the Psychopedagogical Intervention
    - 3.4.2.3. Contexts of the Psychopedagogical Intervention
- 3.5. The Socio-Educational Intervention with Families
  - 3.5.1. Concept, Foundations and Models of Family Socio-Educational Intervention
    - 3.5.1.1. The Socio-Educational Intervention with Families
    - 3.5.1.2. Principles of Psychoeducational Intervention with Families
    - 3.5.1.3. Fundamentals of Socio-Educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
    - 3.5.1.4. Models of Socio-Educational Intervention with Families
- 3.6. Socio-Educational Intervention with Families (II)
  - 3.6.1. Family Intervention Educational Teams, Professional Skills and Tools and Techniques
    - 3.6.1.1. Educational Teams of Family Intervention
    - 3.6.1.2. Professional Skills
    - 3.6.1.3. Tools and Techniques

- 3.7. Intervention in Situations of Risk and Child Abuse in the Family
  - 3.7.1. Conceptualization and Typology of Child Abuse
    - 3.7.1.1. The Concept of Child Abuse
    - 3.7.1.2. Types of Child Maltreatment
  - 3.7.2. Actions Against Child Abuse
    - 3.7.2.1. Detection, Assessment, and Care
    - 3.7.2.2. Protocols
- 3.8. Collaborative Frameworks Between Family and School
  - 3.8.1. Family and School as Collaborative Environments. Forms of Family Participation in the School
    - 3.8.1.1. Family and School as Collaborative Environments
    - 3.8.1.2. Forms of Family Participation in the School
    - 3.8.1.3. Parenting School and Parental Education



*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.





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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 Psychopedagogic Intervention 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 Psychopedagogic Intervention** 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 Psychopedagogic Intervention**

Modality: **online**

Duration: **6 months**

Accreditation: **16 ECTS**



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



## Postgraduate Diploma Psychopedagogic Intervention

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# Postgraduate Diploma

## Psychopedagogic Intervention

