

# Postgraduate Diploma Psychopedagogical Intervention in Families





## Postgraduate Diploma Psychopedagogical Intervention in Families

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

Website: [www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-psychopedagogical-intervention-families](http://www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-psychopedagogical-intervention-families)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 22*

06

Certificate

---

*p. 30*

# 01

# Introduction

Sometimes, working with students requires an intervention that goes beyond the classroom and the school environment. Relationship with the families becomes necessary but it is a complex process, which requires the mastery of different perspectives and approaches coming from the psychopedagogical field. In this context, the need to update and improve their professional skills becomes essential for teaching professionals. This program will allow students to update and expand their knowledge with the most interesting innovations in this field, boosting their work capacity.





“

*Broaden the area of intervention around the students, sometimes including the relationships with the family environment. This program will enable you to be prepared to move safely in this complex field”*

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 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 Psychopedagogical Intervention in Families** contains the most complete and up-to-date program on the market. Its most notable features are:

- ♦ Practical cases presented by Psychopedagogy Experts
- ♦ Graphic, Schematic, and Eminently Practical Content with which they are conceived
- ♦ Updates 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 CV with the knowledge and skills you will acquire during this program"*

“ *New intervention methods, new approaches and protocols and the most advanced developments in this area of work, in a highly specialized program*”

The teaching staff of this Postgraduate Diploma in Psychopedagogical Intervention in Families is prepared 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 training. 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.*

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



# 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.







“

*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 field of Psychopedagogy
- ♦ Get up to date in the field 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

---

### Module 1. Assessment, Diagnosis, and Psycho-pedagogical Orientation

- ♦ 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

### Module 2. The Role of the Family and the Community in Inclusive Schooling

- ♦ Define the types of Families that exist
- ♦ Apply Techniques and Strategies for Intervention with the Diversity of Families
- ♦ Explain how to work with these families from the Inclusive School
- ♦ Give Guidelines to get families actively involved in the Educational Process of their children
- ♦ Analyze the Role of Society in the Inclusive School
- ♦ Describe the role of families in Learning Communities
- ♦ Develop in the student ability to develop their own methodology and work system

### 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.



“

*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



### Mr. Alfonso Suárez, Álvaro

- ♦ Positions: 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.







“

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

## Module 1. Assessment, Diagnosis, and Psycho-pedagogical Orientation

- 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 of the Psychopedagogical Intervention
    - 1.1.2.2. Spheres and Areas of Intervention
- 1.2. Psychopedagogical Evaluation: 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 Evaluation
  - 1.2.2. Psychopedagogical Assessment Procedure Evaluation 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 its Stages
    - 1.3.1.1. Diagnostic Process
    - 1.3.1.2. Stages of Diagnosis
- 1.4. Psychopedagogical Assessment Process According to Different Action Fields
  - 1.4.1. Assessment as a Process
  - 1.4.2. Action Fields and Areas of Intervention and Assessment in the School and Family Context
    - 1.4.2.1. Fields and Areas of Action
    - 1.4.2.2. Assessment Process in the School Context
    - 1.4.2.3. Assessment Process in the Family Context
- 1.5. Design and Phases of Psychopedagogical Assessment
  - 1.5.1. Psychopedagogical Assessment Procedure and its Phases
    - 1.5.1.1. Psychopedagogical Assessment Procedure
    - 1.5.1.2. Psychopedagogical Assessment Phases
- 1.6. Techniques and Instruments of Psychopedagogical Assessment
  - 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 Assessment Techniques and Instruments
- 1.7. Psychopedagogical Assessment in the School Context
  - 1.7.1. Assessment in the Classroom, Center and Family Context
    - 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. Information Return and Follow-Up
  - 1.8.1. Information Return and Follow-Up
    - 1.8.1.1. Return
    - 1.8.1.2. Monitoring
- 1.9. Models of Psychopedagogical Orientation
  - 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 Orientation: Tutorial and Family
  - 1.10.1. School Guidance and the Tutorial Function Tutorial Action Plan
    - 1.10.1.1. School Guidance
    - 1.10.1.2. Tutorial Function
    - 1.10.1.3. Tutorial Action Plan



- 1.11. Vocational, Professional and Job Orientation
  - 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 Orientation and Maturity
    - 1.11.1.3. Work Orientation and Maturity
    - 1.11.1.4. Approaches and Interests
- 1.12. Social, Health, Vulnerability and Social Exclusion Counseling
  - 1.12.1. Concept, Purpose, and Socio-Health Contexts, and Contexts of Vulnerability or Social Exclusion 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

## Module 2. The Role of the Family and the Community in Inclusive Schooling

- 2.1. The Diversity of Current Family Models
  - 2.1.1. Definition of Family Concept
  - 2.1.2. Evolution of Family Concept
    - 2.1.2.1. The Family in the 21st Century
  - 2.1.3. Family Models
    - 2.1.3.1. Types of Family Models
    - 2.1.3.2. Educational Styles in Family Models
  - 2.1.4. Educational Attention to the Different Family Models
- 2.2. Family Involvement in the School
  - 2.2.1. The Family and the School as Developmental Environments
  - 2.2.2. The Importance of Cooperation between Educational Agents
    - 2.2.2.1. The Management Team
    - 2.2.2.2. The Teaching Team
    - 2.2.2.3. The Family
  - 2.2.3. Types of Family Participation
    - 2.2.3.1. Direct Participation
    - 2.2.3.2. Indirect Participation
    - 2.2.3.3. Non-Participation

- 2.2.4. Parent Schools
- 2.2.5. The Parent-Teacher Association (PTA)
- 2.2.6. Difficulties in Participation
  - 2.2.6.1. Intrinsic Participation Difficulties
  - 2.2.6.2. Extrinsic Participation Difficulties
- 2.2.7. How to improve Family Participation?
- 2.3. The Family and the School as Developmental Environments
- 2.4. Society and Inclusive School
- 2.5. Learning Communities
  - 2.5.1. Conceptual Framework of Learning Communities
  - 2.5.2. Characteristics of Learning Communities
  - 2.5.3. Creation of a Learning Community
- 2.6. Creation of a Learning Community

### 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 Situations
  - 3.3.2. Risk Factors vs. of Protection Factors
    - 3.3.2.1. Risk Factors
    - 3.3.2.2. Protective Factors
- 3.4. Processes of Orientation and Psychopedagogical 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.





“

*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 Diploma in Psychopedagogical Intervention in Families 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”*

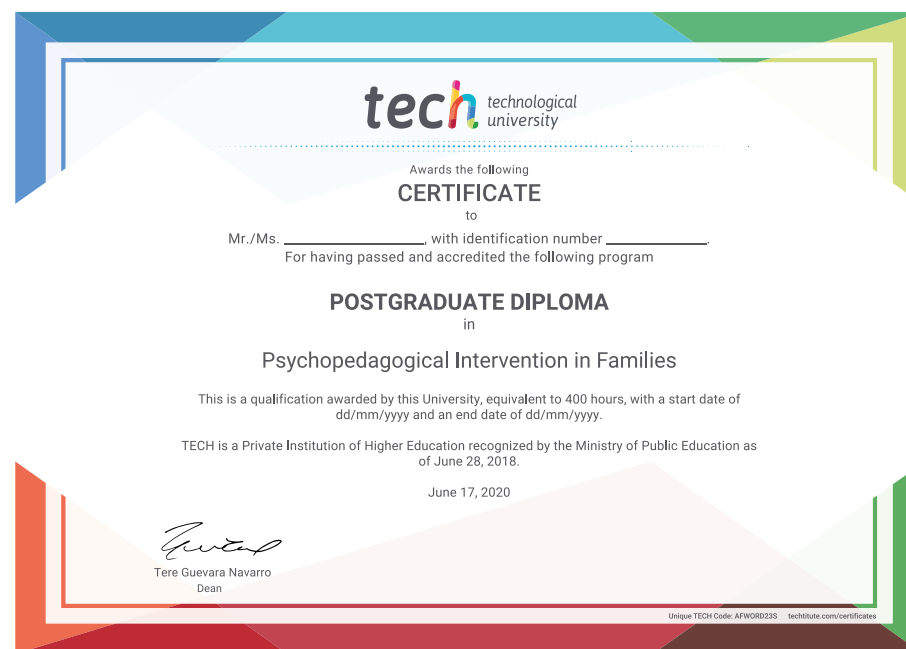
This **Postgraduate Diploma in Psychopedagogical Intervention in Families** contains the most complete and up-to-date program on the market.

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 Psychopedagogical Intervention in Families**

Official N° of Hours: **400 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 quality  
development language  
virtual classroom



**Postgraduate Diploma**  
**Psychopedagogical**  
**Intervention in Families**

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

Postgraduate Diploma  
Psychopedagogical  
Intervention in Families

