

Postgraduate Certificate

Action in Child Abuse Situations





Postgraduate Certificate

Action in Child

Abuse Situations

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

Website: www.techtitute.com/us/psychology/postgraduate-certificate/action-child-abuse-situations

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01

Introduction

The detection of child abuse situations usually generates uncertainty among teachers and educational professionals, due to its sensitivity and the lack of knowledge of appropriate actions. However, tackling this type of problem in time is crucial for the wellbeing of the student. For this reason, the present program makes a review of the types of mistreatment defining the appropriate procedures of action for each one. Always based on the most recent legal regulations. This way, graduates will obtain the necessary tools to intervene when they have indications of a conflict of these characteristics. Contents that, for their part, will be available in a 100% online modality and without timetables, thus favoring the personal and work balance.





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By studying this program you will have access to the most innovative and effective protocols for the detection of child abuse cases. You will be able to extrapolate them directly to your field of work"

Sometimes, educational personnel are the only authority figure to whom a child who is being abused can turn. However, most often it is the teacher who has to intervene. Scientific studies and experience indicate that the child tends not to express this situation out of fear or ignorance.

That is why qualifications such as this Postgraduate Certificate are crucial for generating knowledge about this problem. Firstly, by providing a definition of concepts such as abuse, risk situations or situations of neglect, among others. To subsequently delve into the types of child abuse, its consequences and the different action protocols with their respective phases. Always trying to include the different agents involved in the child's education in the process. With the intention that the response occurs at different levels.

Likewise, these contents will be taught in a 100% online modality, without timetables and with all the syllabus available from the first moment. Thus favoring personal and work conciliation and, consequently, learning.

This **Postgraduate Certificate in Action in Child Abuse Situations** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of case studies presented by experts in situations of child abuse
- ♦ 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



The program has been developed based on the latest legal updates. So that your intervention takes place in line with current regulations"

“ *Sometimes bullying tends to be justified as games between classmates. By taking this program you will learn the protocols to stop this type of situation from occurring in your school*”

A teacher attentive to the behavior of his student can save his life. Enroll and learn to identify the signs of child abuse.

TECH teachers will present the most current theories of child to parent violence so you can understand the contexts in which it occurs.

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 academic year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

The ultimate objective of the Postgraduate Certificate in Action in Child Abuse Situations is to resolve cases of child abuse. To this end, it will provide the keys that will help to identify it, as well as the appropriate action protocols for each type. In short, this program will provide the necessary tools to stop situations of injustice in the most sensitive stage of people's lives.





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If you have a student who claims to be sick too often, you might be interested in knowing the signs of Münchhausen Syndrome by proxy, included in the syllabus"



General Objectives

- ♦ Identify the different situations of child abuse
- ♦ Determine the appropriate way to act in child abuse situations

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Bullying through social media occurs each time with more frequency, probably you have a case in your class. Enroll and put the appropriate protocol into practice”





Specific Objectives

- ♦ Define the concept and typology of child abuse in all its possible versions
- ♦ Recognize the consequences of childhood maltreatment, as well as its sequelae in development and behavior
- ♦ Identify and know how to implement protocols for detecting child abuse in different contexts
- ♦ Identify and know how to act in situations of abuse among peers in the school context
- ♦ Identify and understand child-parental violence, recognizing the possible causes in order to acquire intervention strategies
- ♦ Establish criteria for intervention and coordination of the cases: available resources, institutions involved, family, teachers, etc

03

Course Management

The teaching staff of the Postgraduate Certificate in Action in Child Abuse Situations is made up of professionals who have worked in various situations of this nature. Therefore, they have in-depth knowledge of the appropriate action procedures. This way, students will be able to ask the most specific questions.

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The teacher will present practical cases so that the student can put into practice the techniques learned in the theoretical part"

International Guest Director

Cathy Little, Ph.D. in Education, has a long career teaching children and young people in Pre-School and Primary Education centers. In particular, she is noted for her extensive experience in Special Education centers, where she has taught students with Autism Spectrum Disorders and Behavioral Disorders. In this field, she was assistant director of a Support Unit attached to a prestigious elementary school. She has also taught at both undergraduate and postgraduate levels and has held the position of Director of Initial Teacher Education at the University of Sydney.

Throughout her career she has proven to be an educator who is passionate about providing an engaging and positive educational experience for all students. Her areas of interest are high support needs and positive behavioral guidelines. Therefore, her research work has focused on the study of efficient pedagogical models that address the most complex learning difficulties.

In this line, one of her projects has dealt with teachers' attitudes and social inclusion of students with Asperger syndrome. She has also collaborated with Srinakharinwirot University in Bangkok to investigate the behavior, knowledge and perceptions of Thai teachers about children and adolescents with Autism Spectrum Disorder. She is also a member of the International Society for Autism Research and a member of the Australian Special Education Association.

She has an extensive list of published scientific articles and conference papers on education. She has also published the book *Supporting Social Inclusion for Students with Autism Spectrum Disorders*. For all this, she has been awarded twice with the Teaching Excellence Award from the Faculty of Education and Social Work of the University of Sydney.



Dra. Little, Cathy

- Director of Initial Teacher Education, University of Sydney, Australia
- Deputy Director of a Primary School Support Unit
- Teacher in pre-school, primary and special education schools
- PhD in Education
- Master's Degree in Special Education, University of Sydney
- Master's Degree in Pre-school Education, University of Wollongong
- Master's Degree in Pre-School Teaching from Macquarie University
- Bachelor's Degree in Primary Education from the University of Sydney
- Member of:
 - Australian Society for Autism Research
 - International Society for Autism Research

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Thanks to TECH, you will be able to learn with the best professionals in the world”

Management



Mr. Notario Pardo, Francisco

- ♦ Family and School Mediator, and Official Court Expert
- ♦ Department Supervisor Officer. Valencian Government
- ♦ Social Educator of the Intervention Team of Basic Primary Care of Social Services City Council of Alcoy
- ♦ Official Expert (family and minors). Family Courts, Juvenile Prosecutor's Office
- ♦ Interim Social Educator. Valencian Government
- ♦ Intervention Technician in Family Foster Care. Trama Center Association, Alicante
- ♦ Coordinator of Foster Care Intervention Center, Alicante
- ♦ Director of the Master's Degree in Inclusive Education for Children in Social Risk Situations
- ♦ Degree in Pedagogy. University of Valencia
- ♦ Diploma in Social Education. University of Valencia
- ♦ Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior. University of Valencia
- ♦ Specialization Diploma in Intervention and Therapeutics in N.E.E. and Socio-educational Needs. Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Official College of Pedagogues and Psychopedagogues of the Valencian Community. Official Expert (family court, minors)
- ♦ Teacher of Career Training for Employment. Servef Center
- ♦ University Certificate in Family and School Mediation San Vicente Mártir Catholic University
- ♦ University Expert in Social Inclusion and Inclusive Education. CEU Cardenal Herrera University
- ♦ Postgraduate Diploma in "Intervention with at-risk families and children with antisocial behavior"

Professors

Ms. Tortosa Casado, Noelia

- ♦ Foster Care Coordinator of Alicante
- ♦ Foster Care Coordinator of Alicante. Trama Center Association
- ♦ Manager at Movo social surveys
- ♦ Professor Department of Education
- ♦ Collaborator University of Alicante
- ♦ Vice-Director. O'Belen International Foundation
- ♦ Social Worker of the adoption assessment team. Eulen Group
- ♦ Social Worker of the technical team for minors. Department of Justice
- ♦ Social Worker at the 24-hour Women's Center. Lonerson t-Shirt
- ♦ Degree in Social Work. University of Alicante
- ♦ Master's Degree in Secondary Education. Miguel Hernández University of Elche
- ♦ Master's Degree, Intervention and diagnosis with minors at social risk "Cum Laude". University of Alicante
- ♦ Postgraduate Certificate in Social Work, minors at social risk. University of Alicante

Ms. Pérez López, Juana

- ♦ Pedagogue expert in Child Development and Early Care
- ♦ Director of the Anda Conmigo Centers. Child therapy center. Early Care
- ♦ Production in Pedagogical Reeducation. Autonomous

Ms. Antón Ortega, Patricia

- ♦ Specialist in child abuse and cognitive-behavioral therapy
- ♦ Psychologist at CIAF Family Foster Care Intervention Center of Alicante
- ♦ Postgraduate Certificate in Social Work and Degree in Psychology
- ♦ Postgraduate degree in clinical psychopathology and in foster care and adoption
- ♦ Master's degree in children and youth at social risk
- ♦ Expert degree in psychological disorders in childhood and adolescence
- ♦ Specialist in child abuse and cognitive-behavioral therapy in childhood and adolescence

Ms. Beltrán Catalán, María

- ♦ Pedagogue and therapist at Oriéntate María
- ♦ Founder and Co-Director of the Spanish PostBullying Association
- ♦ PhD Cum Laude in Psychology Cum Laude from the University of Cordoba
- ♦ Winner of the Youth Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville

Ms. Chacón Saiz, Raquel

- ♦ Pedagogue expert in educational guidance and school services
- ♦ Civil servant of the Department of Education and Science of the Valencian Community
- ♦ Master's Degree in Education and Sociocultural Animation from the University of Valencia
- ♦ Degree in Pedagogy from the University of Valencia
- ♦ Pedagogical Advisor / Children and Primary School, School Material. Editorial Teide
- ♦ Pedagogue. Center for Child Development and Early Attention, AIDEMAR
- ♦ Degree in Pedagogy. University of Murcia
- ♦ Master's Degree in Child Development and Early Childhood Care. University of Valencia
- ♦ Early detection of early childhood difficulties, Risk assessment
- ♦ neuromotor and treatment plan design. Psychopraxis
- ♦ Judicial expert on families and minors. Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Certificate of Professionalism in Teaching for Employment Training. Ministry of Education
- ♦ Certificate in Learning Difficulties and Behavior Disorders, Pedagogy. University of Murcia
- ♦ University Expert in didactics of language, reading and writing for children and primary school, Education. CEU Cardenal Herrera University

Dr. Carbonell Bernal, Noelia

- ♦ Educational Guidance Counselor at the Educational Department of the Region of Murcia
- ♦ PhD in Educational Psychology at the University of Murcia
- ♦ Master's Degree in Teacher Training from the University of Murcia
- ♦ Master's Degree in Clinical Psychology from the San Antonio of Murcia Catholic University
- ♦ Teacher - UNIR Degree in Primary Education
- ♦ Professor of the Degree in Early Childhood Education at the VIU
- ♦ Member of the Teaching Staff at Camilo José Cela University

Ms. Antón Ortega, Noelia

- ♦ Therapeutic Pedagogue
- ♦ Special Education Teacher in the Preschool and Primary School Miguel Hernandez
- ♦ Therapeutic Pedagogue
- ♦ Postgraduate in Special Education Teacher
- ♦ Master in Neuropsychology and Education
- ♦ Training in ASD, ABN algorithm, ICT in the classroom, bullying, education by competences, emotional intelligence and child abuse, among others



04

Structure and Content

This Postgraduate Certificate goes from the general to the concrete. It begins by providing the definition of child abuse and other related concepts. To later introduce the identification of signs and the relevant protocols. A content that, in its part, will be available 24 hours a day. Allowing teachers to combine classes with study and gradually incorporate what they have learned into their centers.



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The online modality of this Postgraduate Certificate will allow teachers to combine their classes with their studies. At the same time that they apply the learning in their classrooms"

Module 1. Action by schools in the event of child abuse situations

- 1.1. Child Abuse
 - 1.1.1. Definition and Conceptualization of Child Abuse
 - 1.1.1.1. Definition
 - 1.1.1.2. Conceptualization of Abuse in Terms of:
 - 1.1.1.2.1. Time of Development at Which it Occurs
 - 1.1.1.2.2. Who Causes the Abuse? (Context in Which It Takes Place)
 - 1.1.1.2.3. The Specific Action or Omission that is Occurring
 - 1.1.1.2.4. Intentionality of Abuse
 - 1.1.2. The Social Importance of Identifying Child Abuse
 - 1.1.2.1. Basic Needs in Childhood
 - 1.1.2.2. Risk and Protective Factors
 - 1.1.2.3. Intergenerational Transmission of Abuse
 - 1.1.3. Situation of Risk and Situation of Helplessness
 - 1.1.3.1. Concept of Risk
 - 1.1.3.2. Concept of Helplessness
 - 1.1.3.3. Risk Assessment Protocol
- 1.2. Child Abuse: General Characteristics and Main Types
 - 1.2.1. Passive Abuse: Omission, Neglect or Abandonment
 - 1.2.1.1. Definition and Alarm Indicators
 - 1.2.1.2. Incidence and Prevalence
 - 1.2.2. Physical Abuse
 - 1.2.2.1. Definition and Alarm Indicators
 - 1.2.2.2. Incidence and Prevalence
 - 1.2.3. Abuse and Emotional Neglect
 - 1.2.3.1. Definition and Alarm Indicators
 - 1.2.3.2. Incidence and Prevalence
 - 1.2.4. Sexual Abuse
 - 1.2.4.1. Definition and Alarm Indicators
 - 1.2.4.2. Incidence and Prevalence
- 1.2.5. Other Types of Abuse
 - 1.2.5.1. Children Victims of Gender Violence
 - 1.2.5.2. Transgenerational Cycle of Child Abuse
 - 1.2.5.3. Münchhausen Syndrome by Proxy
 - 1.2.5.4. Harassment and Violence through Social Networks
 - 1.2.5.5. Peer Abuse: Bullying
 - 1.2.5.6. Filioparental Violence
 - 1.2.5.7. Parental Alienation
 - 1.2.5.8. Institutional Abuse
- 1.3. Consequences of Child Abuse
 - 1.3.1. Indicators of Abuse
 - 1.3.1.1. Physical Indicators
 - 1.3.1.2. Psychological, Behavioral and Emotional Indicators
 - 1.3.2. Consequences of Abuse
 - 1.3.2.1. Impact of Physical and Functional Development
 - 1.3.2.2. Consequences for Cognitive Development and School Performance
 - 1.3.2.3. Effects on Socialization and Social Cognition
 - 1.3.2.4. Disorders in the Development of Attachment and Affection, Emotional Relationship Development
 - 1.3.2.5. Behavioral Problems
 - 1.3.2.6. Childhood Trauma and Post-Traumatic Stress Disorder
- 1.4. Intervention Against Abuse in Schools: Prevention, Detection and Reporting
 - 1.4.1. Prevention and Detection
 - 1.4.2. Action Protocol
 - 1.4.2.1. Identification
 - 1.4.2.2. Immediate Actions
 - 1.4.2.3. Notification
 - 1.4.2.4. Communication of the Situation
 - 1.4.2.5. Emergency Procedure
 - 1.4.3. School Intervention in Child Abuse Cases



- 1.5. Peer Abuse: Bullying
 - 1.5.1. Risk Factors and Protective Factors of School Violence
 - 1.5.2. Protocols of Action from the School Center
 - 1.5.3. Guidelines for its Prevention and Treatment
- 1.6. Filioparental Violence
 - 1.6.1. Explanatory Theories
 - 1.6.1.1. The Cycle of Violence
 - 1.6.2. Prevention and Intervention Against Filioparental Violence
- 1.7. Networking: School, Family and Social Services



The Relearning methodology employed by TECH allows students to learn without having to dedicate an excessive number of hours to study"

05

Methodology

This academic program offers students 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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



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 educational system for presenting multimedia content 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 their 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 Certificate in Action in Child Abuse Situations guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Certificate in Action in Child Abuse Situations** 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 Certificate in Action in Child Abuse Situations**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present

online tra

development

language

virtual classroom

tech global
university

Postgraduate Certificate

Action in Child

Abuse Situations

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

Postgraduate Certificate

Action in Child Abuse Situations

