Postgraduate Certificate

Assessment, Diagnosis, and Psychopedagogical Guidance

tech technological university

Postgraduate Certificate
Assessment, Diagnosis, and Psychopedagogical Guidance

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

Website: **www.techtitute.com/pk/psychology/postgraduate-certificate/assessment-diagnosis-psychopedagogical-guidance**

Index

01
Introduction

As society advances, so do the skills and competences required of a educational psychologist. It is therefore essential for professionals to keep up to date. In this sense, the program developed by TECH brings together the most innovative and effective assessment, diagnosis and guidance techniques. Defined on the basis of the most recent research and related studies, and presented in a theoretical and practical manner. Thus, the graduate will not only have access to first-class content, but will also observe first-hand how these techniques are implemented. Allowing you to easily extrapolate them to your workspace and consequently increasing the quality of care you provide. These contents will be taught in a 100% online mode and without timetables, thus favouring a work-life balance.

" *Throughout the program you will learn about the characteristics and contributions of the most recent models of developmental psychology"*

In psycho-pedagogical intervention, different actors play an important role. Therefore, it is not sufficient to analyse the performances of the educational psychologists separately. Rather, they require an interconnection with those of the family, the education system or society. With the aim of generating a complete learning process that can be applied to real situations.

Therefore, throughout the program, we will study in depth the procedures involved in psycho-pedagogical assessment and diagnosis according to the context. As well as in the different models of guidance, also taking into account the context. Always, explained on the basis of the most recent research. With the aim of providing an education adapted to the needs of today's society. This translates into quality care.

All this through a 100% online modality, without timetables and with the syllabus available in its entirety from the very first moment. This helps to reconcile work and personal life and allows learning to take place where, how and when you want. All you need is a device with Internet access.

This **Postgraduate Certificate in Assessment, Diagnosis, and Psychopedagogical Guidance** 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 psycho-pedagogy
- 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

In this Postgraduate Certificate program you will deepen in the qualities required in a psychoeducationalist for the current models of education"

"Evaluation contexts have changed significantly in recent years. Enrol and find out how to deal with them correctly"

He works with a world-class teaching staff on the latest assessment techniques to ensure that you continue to provide quality care.

Space has been set aside in the program for case studies to help you hone your diagnostic skills.

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

Its 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 an immersive education programmed to learn in real situations.

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

02
Objectives

The aim of the Postgraduate Certificate program is to provide graduates with the ability to carry out successful psycho-pedagogical interventions in today's environment. Many different agents are involved in this process, so a program has been designed to be sufficiently extensive to address them all. Thus, upon completion, professionals will be able to apply the latest psycho-pedagogical knowledge in their workplaces. Greatly increasing the quality of their assessments, diagnoses and guidance.

"Psycho-pedagogical assessment has different fields of action. Enrol and learn more about their evolution over the years, as well as the most effective techniques for each one"

General Objectives

• Acquire the most up-to-date techniques for psycho-pedagogical assessment and diagnosis

• To implement innovative strategies for educational psychology and counselling

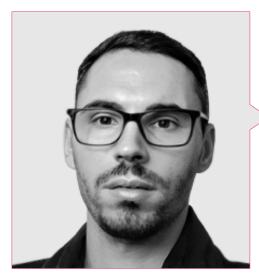"*Studying this program will ensure that you achieve the most ambitious professional objectives*"

Specific Objectives

* 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

Course Management

The teaching staff of this Postgraduate Certificate is made up of first class pedagogues. Professionals with a long career and an extensive academic curriculum. In this way, students will not only have access to first-class, up-to-date content. They will also be able to learn first-hand about the changes that psycho-pedagogy has undergone in recent years. By the hand of a teaching staff accustomed to carrying out regular interventions.

"The program developed by TECH concentrates all the experience of the teaching staff to offer updated contents in accordance with the daily practice of the profession"

Management

Mr. Afonso Suárez, Álvaro

- Psychopedagogist specializing in SEN students
- Teacher of educational reinforcement for SEN students
- Technician in Social and Health Care for Dependent People in Social Institutions
- Social Integration Technician
- Graduate in Psychopedagogy from the University of Laguna

04
Structure and Content

Psychopedagogy, by its nature, requires very specific and orderly processes. The program has therefore been structured to fit the phases of an intervention. In this way, the professional will correctly internalise the subject matter and will be able to extrapolate it without any problem to his or her work space. On the other hand, the contents will be taught through an innovative and proven methodology. It allows learning to be assimilated through the repetition of concepts.

By taking this degree, you will learn about the new jobs in the digital field. Allowing you to include them in your career guidance sessions"

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

1.1.   Guidance and psycho-pedagogical 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 in 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 Evaluation Procedure Evaluation in the School and Family Context

        1.2.2.1. Psychopedagogical Evaluation Procedure

        1.2.2.2. Evaluation in the School Context

        1.2.2.3. Evaluation 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 Stages

        1.3.1.1. Diagnostic Processes

        1.3.1.2. Stages of Diagnosis

1.4.   Psychopedagogical Evaluation Process according to the Different Spheres of Action

    1.4.1.   Evaluation as a Process

    1.4.2.   Spheres of Action and Areas of Intervention and Evaluation in the School and Family Context

        1.4.2.1. Scope and Spheres of Action

        1.4.2.2. Evaluation Process at School

        1.4.2.3. Evaluation Process in Family Settings

1.5.   Design and Phases in the Psychopedagogical Evaluation

    1.5.1.   Psychopedagogical Evaluation Procedure and Phases

        1.5.1.1. Psychopedagogical Evaluation Procedure

        1.5.1.2. Psychopedagogical Evaluation Phases

1.6.   Psychopedagogical Evaluation Techniques and Tools

    1.6.1.   Techniques and Instruments of Qualitative and Quantitative Evaluation

        1.6.1.1. Qualitative Assessment Techniques and Instruments

        1.6.1.2. Quantitative Evaluation Techniques and Instruments

1.7.   Psychopedagogical Evaluation at School

    1.7.1.   Evaluation in Classroom, School and Family Settings

        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.   Returning Information and Follow-up

    1.8.1.   Return of information and follow-up

        1.8.1.1. Return

        1.8.1.2. Monitoring

1.9.   Psychopedagogical Guidance Models

    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 Guidance: Tutorial and Family Guidance

    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

The Relearning methodology proposed by TECH allows you to assimilate the concepts without having to dedicate excessive hours to study"

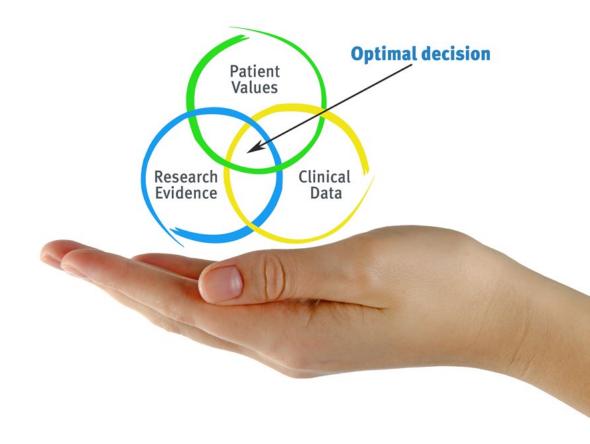# Methodology

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.

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.

"

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.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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.

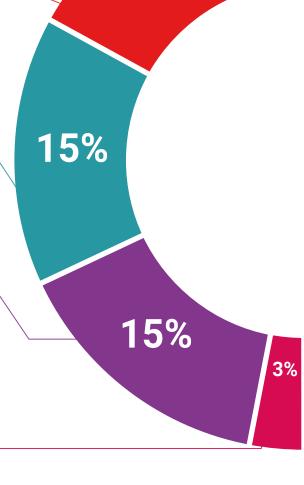### Latest Techniques and Procedures on Video

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.
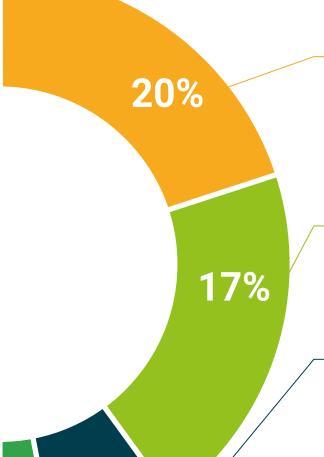
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

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.

20%

15%

15%

3%

20%

17%

3%

7%

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 Assessment, Diagnosis, and Psychopedagogical Guidance guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Certificate in Assessment, Diagnosis, and Psychopedagogical Guidance** 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 Certificate** issued by **TECH Technological** University via tracked delivery*.

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

Title: **Postgraduate Certificate in Assessment, Diagnosis, and Psychopedagogical Guidance**

Official Nº of Hours: **150 h.**

tech technological university

Awards the following
CERTIFICATE
to
Mr./Ms. _____, with identification number _____.
For having passed and accredited the following program

POSTGRADUATE CERTIFICATE
in

Assessment, Diagnosis, and Psychopedagogical Guidance

This is a qualification awarded by this University, equivalent to 150 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.   Unique TECH Code: AFWORD23S   techtitute.com/certificates

*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.

Postgraduate Certificate
Assessment, Diagnosis, and Psychopedagogical Guidance

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

Postgraduate Certificate
Assessment, Diagnosis, and Psychopedagogical Guidance

tech technological university