

Postgraduate Certificate

Career Guidance for Inclusion





Postgraduate Certificate Career Guidance for Inclusion

- » Modality: online
- » Duration: 8 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/pk/psychology/postgraduate-certificate/career-guidance-inclusion

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01

Introduction

Knowing the most innovative ways that exist in the field of intervention of vocational and professional orientation in the field of inclusion is a priority to provide students with functional diversity with a broader vision of the real possibilities of integration in the labor market. This program is the most complete tool in this field, as it brings together topics of general interest and develops them through dynamics and audiovisual materials, in addition to being taught by specialists from different disciplines who combine their knowledge to provide it to the student.





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Acquire the protocols, information and the most updated tools to carry out vocational and professional orientation in the field of inclusion"

With this program, the psychology professional will be able to learn the most necessary resources and tools to carry out guidance in the field of inclusion.

The professional will acquire new skills in the classroom and a new perspective on how to approach guidance. The resources that the professionals will find in the Postgraduate Certificate will allow them to obtain better results in the medium and long term, both in the vocational decision and in the preparation for the working life of their students.

Both the activities proposed and the innovative approaches to guidance will enable students to enhance their professional skills and the results of their department in the center of inclusion.

This Postgraduate Certificate helps professionals in this field to enhance their level of competence, which results in a better practice and performance that will have a direct impact on the counseling they offer from their inclusive approach.

This **Postgraduate Certificate in Career Guidance for Inclusion** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Development of more of 75 practical cases presented by experts in Career Guidance for Inclusion
- ♦ 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
- ♦ Latest developments on Career Guidance for Inclusion
- ♦ It contains practical exercises where the self-assessment 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
- ♦ Special emphasis on evidence-based methodologies in Career Guidance for Inclusion
- ♦ All of this will be complemented by 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



This program will help you in the counseling of the student or special patient, since you will learn about vocational and professional orientation”

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A program created by professionals who will push you to excellence and will allow you to acquire new competencies and strategies in a fluent and effective way"

It includes in its teaching staff professionals belonging to the field of Career Guidance for Inclusion, who pour into this program the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare 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 throughout the program. For this purpose, professionals will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of Career Guidance for Inclusion with extensive teaching experience.

Become a key tool to drive the inclusive society of the future.

Give a boost to your competitiveness with this Postgraduate Certificate and place yourself at the top of the labor market.



02

Objectives

The objectives of this program have been established as a guide for the development of the entire qualification, with the specific mission of offering students an intensive refresher course that will to be carried out boost their career to on the highest standards of academic quality. In this way, as the professional overcomes the obstacles presented by the program, they will develop competencies that will allow them to achieve all of their goals when they enter the job market.





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A complete Postgraduate Certificate, which will allow you to learn how to work with vocational and professional guidance in the field of inclusion, with success and confidence”

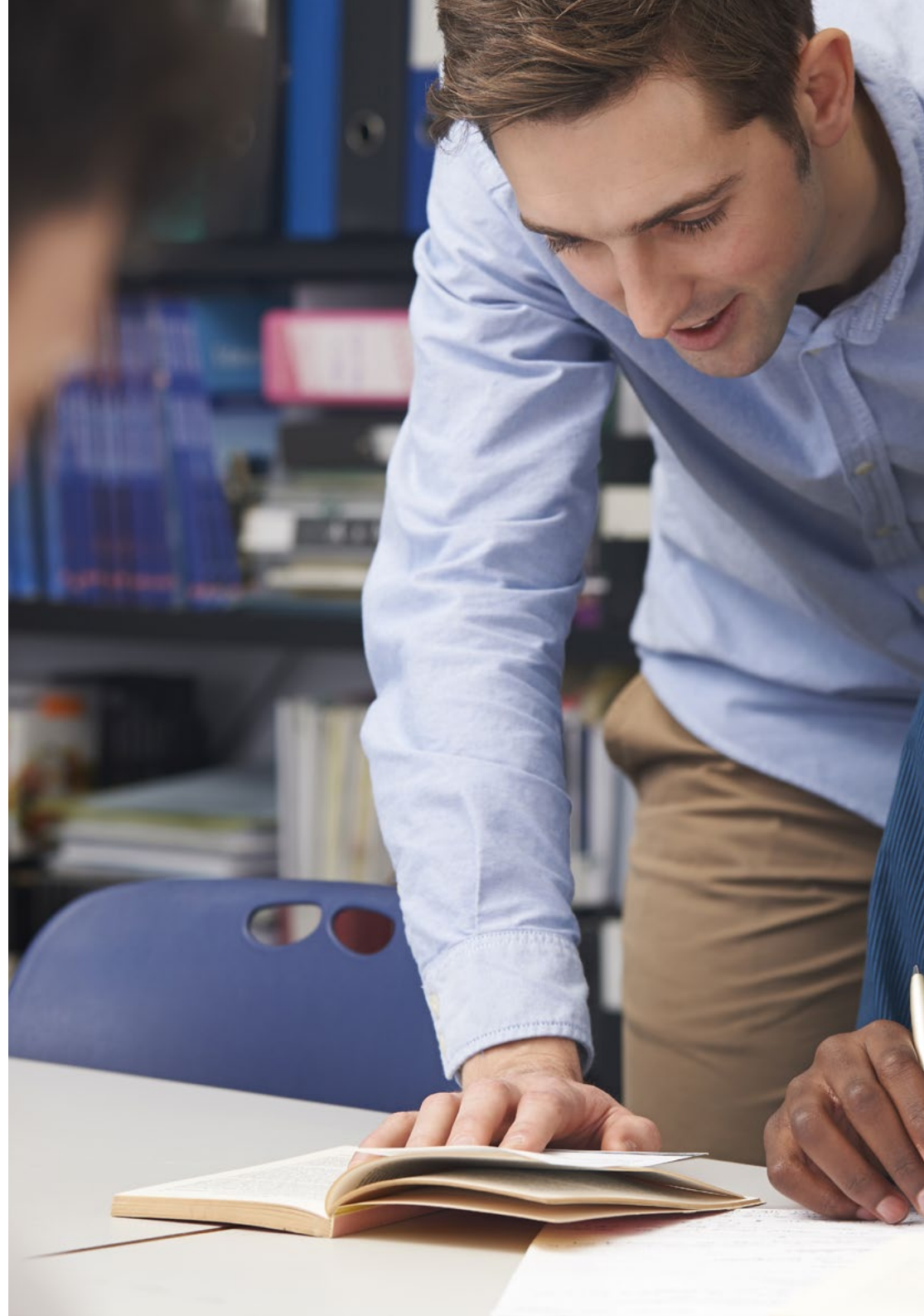


General Objectives

- ♦ Acquire the necessary knowledge to act as a support for students' decision-making regarding their vocation and vocational orientation
- ♦ Act in an adjusted way in the different personal contexts of the students
- ♦ Know the most effective and useful guidance strategies

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A high intensity Postgraduate Certificate that will empower you and boost your profile to the top of the professional sector”





Specific Objectives

- ♦ Know the actions for career guidance for people with ADHD
- ♦ Know the actions for professional orientation for people with ASD
- ♦ Have the tools to guide people according to their needs and potentialities
- ♦ Know the existing educational offer for an adequate orientation
- ♦ Have a job search orientation program for people with functional diversity
- ♦ Learn about the guidance experience through two case studies

03

Course Management

The program includes in its teaching staff reference specialists in vocational and professional guidance for inclusion, who bring to this program the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





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*Learn from reference professionals,
the latest advances in procedures
in the field of Career Guidance
for Inclusion"*

Management



Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical advisor and external educational collaborator
- ♦ Academic Coordinator Online University Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Creation of Educational Contents INTEF. Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Psychopedagogy. International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence. PNL Specialist



Ms. García Camarena, Carmen

- ♦ Psychologist with expertise in HR and career guidance
- ♦ Manager of *Step by Step*
- ♦ Employment and Development Manager at McDonald's Corporation
- ♦ HR Manager at Industrias Cárnicas Tello
- ♦ Degree in Psychology from the University of Salamanca
- ♦ Master's Degree in HR and Group Techniques



Professors

Mr. Maroto, José María

- ◆ Consultant specialized in Coaching, Change Management, Motivation, Emotional Intelligence and Leadership
- ◆ Professor specialized in Innovation and BigData processes
- ◆ Learning expert lecturer and author of articles
- ◆ Computer Engineer from the Pontifical University of Comillas

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Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice”

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities, aware of the relevance of current education in order to intervene in the qualification and accompaniment of students with high capacity, and committed to quality teaching through new educational technologies.





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A complete syllabus that will lead you in a progressive and complete way to the acquisition of the most updated knowledge of Career Guidance for Inclusion"

Module 1. Guidance for Inclusion Career Guidance for Inclusion

- 1.1. Theoretical Framework: The Concept of Diversity, Inclusion and Inclusive Guidance
 - 1.1.1. From Special Education to Diversity Care
 - 1.1.2. From Attention to Diversity to Inclusive Education
 - 1.1.3. Attention to Diversity within the Framework of the European Union
 - 1.1.4. Concept of Diversity from an Employability Perspective
 - 1.1.5. Concept of Educational and Labor Inclusion
 - 1.1.6. Inclusive Guidance, a Lifelong Process
 - 1.1.7. Inclusive Guidance, School, Work and the Environment
 - 1.1.8. Inclusive Guidance, Differentiated Needs
 - 1.1.9. Keys for Inclusive Guidance
- 1.2. Knowledge of the Different Diversity Profiles for Guidance
 - 1.2.1. The Educational Response to Diversity
 - 1.2.2. Curricular Adaptations for Obtaining the Compulsory High School Diploma
 - 1.2.3. Understanding the Diversity of Cognitive, Emotional and Affective Processes on which Learning is Based
 - 1.2.4. Diversity and Educational Inclusion Plan
 - 1.2.5. Students with Attention Deficit and Hyperactivity Disorder
 - 1.2.6. Students with Autism Spectrum Disorder
 - 1.2.7. Students with Learning Difficulties (Dyslexia, Dysorthography etc.)
 - 1.2.8. Students with Intellectual Disabilities
 - 1.2.9. Students with Mental Disorders
 - 1.2.10. Students with Sensory Disabilities
- 1.3. Functional Diversity as Seen from its Potential
 - 1.3.1. Definition of Functional Diversity
 - 1.3.2. Types of Functional Diversity
 - 1.3.3. Identity and Intellectual Functional Diversity
 - 1.3.4. Inclusive Education and Higher Education from the Point of View of Students with Functional Diversity
 - 1.3.5. Socio-Occupational Training of Students with Functional Diversity
 - 1.3.6. The Role of Vocational Training in the Social and Labor Inclusion of Young People with Intellectual Functional Diversity
 - 1.3.7. Indicators to Identify the Potential of People with Functional Diversity
 - 1.3.8. Labor Inclusion of People with Functional Diversity
 - 1.3.9. Career Guidance for Students with Functional Diversity in High School
 - 1.3.10. Career Guidance for Students with Functional Diversity in University
- 1.4. General Vocational Guidance Protocols for Students with a Range of Difficulties: ADHD, ASD, Dyslexia etc.
 - 1.4.1. Pre-Vocational Initiation
 - 1.4.2. Vocational Decision and Involvement
 - 1.4.3. Vocational Decision Processes
 - 1.4.4. Difficulty and Pressure
 - 1.4.5. Professional Counseling
 - 1.4.6. Market Knowledge
 - 1.4.7. Decision-Making Strategies
 - 1.4.8. Facilitating Self-Awareness and the Ability to Make Choices
 - 1.4.9. Provide Information to Trainee and Families
 - 1.4.10. Encourage Personal Interests
- 1.5. Tools for Inclusive Guidance
 - 1.5.1. How to Guide People with Learning Difficulties
 - 1.5.2. Professional Guidance for People with Specific Educational Support Needs (ASD, ADHD, Dyslexia etc.)
 - 1.5.3. Professional Guidance for People with Intellectual Functional Diversity
 - 1.5.4. Professional Guidance for People with Sensory Functional Diversity
 - 1.5.5. Professional Guidance for People in Conditions of Social Vulnerability
 - 1.5.6. Professional Guidance for People with Mental Disorders
 - 1.5.7. Curriculum Development in Response to Diversity
 - 1.5.8. The Job Interview for People with Functional Diversity
 - 1.5.9. Professional Fields
 - 1.5.10. Vocational Groups
- 1.6. Educational Offers and Educational and Professional Itineraries, Taking Diversity into Account
 - 1.6.1. Educational and Vocational Pathways to Guide People with Difficulty
 - 1.6.2. Programs for Learning and Performance Enhancement
 - 1.6.3. Reinforcement Programs in High School
 - 1.6.4. Basic Professional Formation
 - 1.6.5. Basic Vocational Training in Special Education
 - 1.6.6. Professional Qualification Programs
 - 1.6.7. Youth Guarantee Programs
 - 1.6.8. Occupational Training for People with Functional Diversity
 - 1.6.9. Special Employment Center
 - 1.6.10. Occupational Center

- 1.7. Professional Guidance Program for Diversity in High School
 - 1.7.1. Needs Assessment
 - 1.7.2. Program Rationale
 - 1.7.3. Program Objectives
 - 1.7.4. Program Contents
 - 1.7.5. Program Methodology
 - 1.7.6. Program Resources
 - 1.7.7. Program Timing
 - 1.7.8. Program Assessment
 - 1.7.9. Program Application
 - 1.7.10. Program Summary
- 1.8. Job Search Program: Customized Employment for People with Functional Diversity
 - 1.8.1. Customized Employment Concept
 - 1.8.2. Customized Employment, the Evolution of Supported Employment
 - 1.8.3. Labor Market
 - 1.8.4. Guidance and Job Search Resources
 - 1.8.5. Internet Employment
 - 1.8.6. Job Skills
 - 1.8.7. Social Skills
 - 1.8.8. Planning Skills
 - 1.8.9. Special Employment Centers
 - 1.8.10. The Role of the Companies
- 1.9. Occupational Training Itineraries for Attention to Diversity
 - 1.9.1. Unemployment of People with Disabilities
 - 1.9.2. Vocational Training for Employment
 - 1.9.3. Employment Workshops
 - 1.9.4. Labor Market Integration of People with Disabilities
 - 1.9.5. Labor Qualification of People with Disabilities
 - 1.9.6. Occupational Integration Services
 - 1.9.7. Pre-Job Training
 - 1.9.8. Ongoing Training
 - 1.9.9. Occupational Distance Training
 - 1.9.10. Public Employment Services that Cater to Diversity
- 1.10. Case Studies. Case Study: Professional Guidance Program for a Student with ADHD and/or ASD
 - 1.10.1. ASD Student
 - 1.10.2. Educational Experience
 - 1.10.3. Academic Guidance
 - 1.10.4. Professional Guidance
 - 1.10.5. Job Placement
 - 1.10.6. Occupational and Ongoing Training
 - 1.10.7. Student with ADHD
 - 1.10.8. Educational Experience
 - 1.10.9. Academic Guidance
 - 1.10.10. Professional Guidance
 - 1.10.11. Job Placement
 - 1.10.12. Occupational and Ongoing Training



Our curriculum has been designed with teaching effectiveness in mind: so that you learn faster, more stimulatingly and on a more permanent basis"

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 Career Guidance for Inclusion guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Career Guidance for Inclusion** 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 University** 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 Career Guidance for Inclusion**

Official N° of Hours: **150 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

online

development languages

virtual classroom

tech technological
university

Postgraduate Certificate Career Guidance for Inclusion

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Postgraduate Certificate

Career Guidance for Inclusion

