

# Postgraduate Certificate

## Educational Coaching and Emotional Intelligence for Psychologists





## Postgraduate Certificate Educational Coaching and Emotional Intelligence for Psychologists

- » Modality: online
- » Duration: 2 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/in/psychology/postgraduate-certificate/educational-coaching-emotional-intelligence-psychologists](http://www.techtute.com/in/psychology/postgraduate-certificate/educational-coaching-emotional-intelligence-psychologists)

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# 01

# Introduction

Psychology has incorporated into its intervention different ways of working with the different intelligences. In this type of work, Coaching becomes a very interesting and full of possibilities way of developing emotional intelligence. In this University Course, you will learn to use these approaches in the area of Emotional Intelligence from the approach of psychology. All this knowledge will help you to position yourself within a sector that increasingly demands professionals prepared to work with children and adolescents, having full knowledge of how to correctly manage their emotional intelligence.





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*Learn how to apply coaching in your work as a psychologist using it as a tool for the development of emotional intelligence”*

Educational Coaching is a discipline within Coaching applied to Education, both formal and informal.

Coaching needs to adapt to the context and exists in function of the needs posed by that context, in this case, the educational context that constantly asks for properly trained psychologists. It is not surprising that given the complexity of agents and processes in Education, Educational Coaching can address needs in the various fields of teaching: in individual tutoring and learning or performance problems, in classroom management, conflict resolution, motivation for learning, leadership in groups of students or the challenges posed by the management of educational institutions.

Educational Coaching is not so much a methodology as an approach that brings its own tools in complementarity with the various educational approaches, and whose purpose is to generate changes and transformations for excellence. In this context, psychologists form a very important part, as they can channel the whole environment of the child to guide them towards their correct development.

The fickle nature of emotions has traditionally made it difficult to systematize them. However, its energy drives action. And that makes them clearly detectable and educational. Neuroscience and psychology have provided many discoveries on how emotions work, how they act and what consequences they have on behavior and our biology.

Learning processes generate emotions. Without emotion you cannot learn. The pairing of thought and emotion work hand in hand to facilitate and motivate learning or to hinder it. Knowing the emotions that enhance learning and those that hinder it, is the first of the tasks that Emotional Intelligence has to improve Education.

Like all intimately human acts, learning is either emotional or it is not. Taking emotions into account and managing them appropriately is fundamental in education.

This **Postgraduate Certificate in Educational Coaching and Emotional Intelligence for Psychologists** contains the most complete and up-to-date program on the market. The most important features of the program include:

- ♦ Development of practical cases presented by experts in Educational Coaching, Emotional Intelligence and Systemic Coaching. Its graphic, schematic and eminently practical contents are designed to provide scientific and practical information on those disciplines that are essential for professional practice
- ♦ Educational Coaching, Emotional Intelligence and Systemic Coaching News
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ His special emphasis on innovative methodologies in Educational Coaching, Emotional and Systemic Intelligence. 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



*Update your knowledge through this Postgraduate Certificate in Educational Coaching and Emotional Intelligence for Psychologists"*

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*This Postgraduate Certificate may be the best investment you can make in the selection of an up-to-date program for two reasons: besides updating your knowledge in Educational Coaching and Emotional Intelligence for Psychologists, you will obtain a certificate issued by the TECH Technological University"*

*Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate course.*

*The way this training works will teach you to apply coaching with a different and innovative perspective.*

Its teaching staff includes professionals belonging to the field of teaching and pedagogy, who bring to this training the experience of their work, in addition to recognized specialists belonging to prestigious reference societies and 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 an immersive training program to train in real situations.

The design of this program focuses on Problem-Based Learning, through which the educator must try to solve the different professional practice situations that arise throughout the course. For this, the educator will be assisted by an innovative interactive video system created by recognized experts in the field of Educational Coaching, Emotional Intelligence and Systemic Coaching with extensive teaching experience.



# 02

# Objectives

The objective of this expert is to give the psychology professional the necessary tools to work on emotional intelligence. During the training you will be able to acquire the necessary knowledge to develop work plans in this context safely and efficiently. In this way, a latent improvement is achieved in the child and adolescent and a consolidation of the psychology professional within the sector. All this allows both the improvement of the patient and the growth of the psychologist, who will be able to work successfully in different types of institutions.







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*The objective of this Postgraduate Certificate is to enable you to work on emotional intelligence through coaching, offering your patients an innovative and effective way of working"*



## General Objectives

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- ♦ Provide students with advanced specialized training based on theoretical and instrumental knowledge
- ♦ Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in Educational Coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership

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*Take the opportunity and take the step to get up to date on the latest developments in Educational Coaching and Emotional Intelligence”*





## Specific Objectives

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### Module 1. Emotional Intelligence

- ♦ Know the basics and fundamentals of Educational Coaching
- ♦ Gain knowledge about educational and psychological theories related to Educational Coaching
- ♦ Understanding the need and search for meaning in coaching processes
- ♦ Assuming the importance of the dialogic encounter in Education
- ♦ Become familiar with the areas of action of Educational Coaching
- ♦ Know the benefits of the application of Coaching in educational contexts
- ♦ Knowing the competences of the teacher-coach
- ♦ Know the phases of the Educational Coaching process and know how to apply them to classroom groups
- ♦ Appreciate the potential role of Coaching in creating synergies in teaching teams
- ♦ Appreciate and understand the role of coaching in developing management skills

### Module 2. Educational Coaching

- ♦ Promote a critical analysis and reflection of the problems and their causes that affect individuals, groups and societies, especially children, fostering a change of attitudes and behaviors in our society
- ♦ Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- ♦ Promote the participation of society, especially children and adolescents and entities in the sector, in transforming the world
- ♦ Create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on issues that affect them
- ♦ Promote research and reflection on issues related to childhood and development, supporting different proposals to promote human development
- ♦ Encourage networking with other entities in the sector, to achieve a greater impact in our actions
- ♦ Ability to analyze the social, economic, political and cultural reality of the different societies in which the work of development cooperation agents is contextualized
- ♦ Analyze and understand global initiatives to fight poverty

03

# Course Management

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training and are committed to quality teaching using new educational technologies. This team of professionals, committed to training top-level psychologists, has designed this very complete training that will enable professionals to practice successfully in social, health and educational institutions, being able to correctly influence the development of children and adolescents.





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*Learn from leading professionals the latest advances in educational coaching and emotional intelligence procedures”*

## International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his leadership positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a Senior Fellow of the Centre for Wellbeing Science at the University of Melbourne and an Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, UK.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



## Dr. Van Nieuwerburgh, Christian

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- ♦ Global Director at Growth Coaching International, Australia
- ♦ Executive Director of the International Centre for Coaching in Education
- ♦ Author and editor of key books in the field of coaching such as Coaching in Education: Getting Better Results for Students, Educators and Parents
- ♦ Ph.D. in English from the University of Birmingham
- ♦ Professional Master's Degree in Psychology from the University of East London
- ♦ Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- ♦ Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at the University of Melbourne, Australia

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

## Management



### Mr. Romero Montaserín, José María

- ♦ Teacher at the Higher Institute of Psychological Studies
- ♦ Degree in Teaching, Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Expert in Academic Management and Organization, Antonio de Nebrija University
- ♦ University Expert in Human Resources Management in Educational Institutions, CEU Cardenal Herrera



### Dr. Beltrán Catalán, María

- ♦ Design of training content in Jara 3.0
- ♦ Lecturer, CEU Cardenal Herrera
- ♦ PhD in Social and Legal Sciences, University of Cordoba, Spain
- ♦ Degree in Pedagogy, University of Seville
- ♦ Official Professional Master's Degree in Psychological Intervention and Research in Justice, Health and Social Welfare, University of Cordoba
- ♦ Expert in High Abilities and Health in Primary Care, CEU Cardenal Herrera





### Dr. Visconti Ibarra, Martín

- ♦ Director, Academia Europea Bilingual School
- ♦ Ph.D. in Education and Behavioral Sciences
- ♦ Degree in Primary Education
- ♦ Master's Degree in Learning Difficulties and Cognitive Processes

## Professors

### Ms. Rodrigo Soriano, Roseta

- ♦ Bachelor's Degree in Sociology, University of Granada
- ♦ Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra
- ♦ PhD in Sociology
- ♦ International Expert Certification Course in Personal and Executive Coaching, with NLP, Neuroscience, and Emotional Intelligence, Excellent level Bachelor's Degree in Religious Sciences

### Ms. Álvarez Medina, Nazaret

- ♦ Degree in Psychopedagogy, Open University of Catalonia
- ♦ Graduate in Primary Education with Mention in English Language, Camilo José Cela University
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language, University of La Laguna, Spain

- ♦ Degree in Educational and Executive Coaching, Complutense University of Madrid
- ♦ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

### Ms. Jurado, Pilar

- ♦ Graduate in primary education Specialization in intercultural and learning difficulties
- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Graduate in Primary Education, University of Murcia, specializing in Intercultural and learning difficulties
- ♦ Trainer in "Change Management" with tools such as Lego serious play, at Anna Fortea's High Human Performance Center

# 04

## Structure and Content

The structure of the contents has been designed by a team of experts in psychology and education, who have taken into account the latest strategies and developments in coaching, especially at the educational level. These contents will be the main basis for the psychology professional to grow and consolidate within this sector with greater guarantees of success, attending children and adolescents in an optimal way and helping them in their cognitive and emotional development process. All this will enable the professional to position himself as a prestigious psychologist.



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*This Postgraduate Certificate in Educational Coaching and Emotional Intelligence for Psychologists contains the most complete and up-to-date scientific program on the market”*

## Module 1. Emotional Intelligence

- 1.1. Definition of Emotional Intelligence
  - 1.1.1. Historical Background of EI
  - 1.1.2. Origin and Development of EI in Spain
  - 1.1.3. Different Authors who have Coined a Definition of EI
  - 1.1.4. Thorndike and Social Intelligence
  - 1.1.5. Salovey and Mayer
  - 1.1.6. Daniel Goleman
  - 1.1.7. Definition of Emotional Intelligence
  - 1.1.8. Components of Emotional Intelligence
  - 1.1.9. Characteristics of EI Capabilities
  - 1.1.10. Keys to Develop Emotional Intelligence
- 1.2. Emotions
  - 1.2.1. Emotion? the Road to a Definition
  - 1.2.2. What are Emotions for?
  - 1.2.3. Emotional Process
    - 1.2.3.1. Difference between Emotion and Feeling
  - 1.2.4. Classification and Types of Emotions
- 1.3. Emotions, Attitude, and Competence
  - 1.3.1. Attitude
    - 1.3.1.1. What is Attitude?
    - 1.3.1.2. Components of Attitude
  - 1.3.2. Optimism
  - 1.3.3. Emotional Competencies
  - 1.3.4. Social Skills or Interpersonal Relationships



- 1.4. Emotional Management
  - 1.4.1. What does Emotional Management Consist of?
  - 1.4.2. Self-Knowledge
  - 1.4.3. Emotional Awareness
  - 1.4.4. Self-Appraisal
    - 1.4.4.1. Our Strengths and Weaknesses
  - 1.4.5. Internal Communication
  - 1.4.6. External Communication
    - 1.4.6.1. The Power of Words
  - 1.4.7. Assertiveness
    - 1.4.7.1. Communicative Styles
  - 1.4.8. Non-Verbal Language
  - 1.4.9. Posture and Emotions
- 1.5. Emotional Intelligence and Education
  - 1.5.1. Emotional Intelligence in the Classroom
  - 1.5.2. Advantages of EI in the Classroom
  - 1.5.3. Benefits of Emotional Intelligence
  - 1.5.4. Emotional Intelligence in the Student Body
  - 1.5.5. Classroom Climate
    - 1.5.5.1. The Relationship between the Teacher and the Students
    - 1.5.5.2. The Relationship between Students in the Classroom
  - 1.5.6. Emotional Understanding in the Classroom
  - 1.5.7. Emotional Intelligence and Academic Performance
  - 1.5.8. Emotional Learning
  - 1.5.9. Tools for Classroom Management
- 1.6. Thinking Skills
  - 1.6.1. Approach to the Concept
  - 1.6.2. Types of Capabilities and Links between Them
- 1.7. Self-Motivation and Achievement Capabilities
  - 1.7.1. Emotional Education in Teacher Training
  - 1.7.2. Emotions in Teaching Practice
- 1.8. Teacher Welfare
  - 1.8.1. The Keys to Teacher Well-being
  - 1.8.2. Emotional Education and the Role of the Teacher
  - 1.8.3. The Emotional Thinking Method
    - 1.8.3.1. Self-Knowledge
    - 1.8.3.2. Self-Esteem
    - 1.8.3.3. Emotional Control
    - 1.8.3.4. Motivation
    - 1.8.3.5. Empathy
    - 1.8.3.6. Leadership
    - 1.8.3.7. The Emotionally Intelligent Teacher
    - 1.8.3.8. Empathy and Communication with Students
    - 1.8.3.9. Techniques to Obtain Enriching Feedback
- 1.9. Habits of People with High Emotional Intelligence
  - 1.9.1. What is a Person with High Emotional Intelligence?
  - 1.9.2. The Triad of Success
  - 1.9.3. Personal Vision
  - 1.9.4. Personal Leadership
  - 1.9.5. Personal Administration and Management
  - 1.9.6. Interpersonal Leadership
  - 1.9.7. Synergy
  - 1.9.8. Flexibility and Creative Adaptation
  - 1.9.9. Resilience
  - 1.9.10. Elements that Generate High Performance
- 1.10. Highly Sensitive People
  - 1.10.1. Approach to the Concept
  - 1.10.2. High Sensitivity and Other Personality Traits

## Module 2. Educational Coaching

- 2.1. What is Educational Coaching? Basis and Foundations
  - 2.1.1. Definition and Connection with Educational and Psychological Theories
  - 2.1.2. Educating in the Will of Meaning
  - 2.1.3. Nonodynamics and Coaching
  - 2.1.4. Logopedagogy, Coaching and Education in the Self
  - 2.1.5. Challenges for the Education of the Self from Coaching and Logopedagogy
  - 2.1.6. Coaching at the Service of the Dialogic Encounter between Teacher and Student. Pedagogy of Otherness
  - 2.1.7. Helping Relationship Styles and Coaching
- 2.2. Areas of Application of Coaching in Education
  - 2.2.1. Coaching in the Context of the Teacher-Student Relationship Shared Tutoring
  - 2.2.2. Coaching in the Context of the Student-Student Relationship. Peer Tutoring
  - 2.2.3. Coaching for the Development of the Teaching Profession
  - 2.2.4. Teaching Teams and Faculty Team Spirit, Synergies
  - 2.2.5. Management Teams and the Development of Executive Tools
  - 2.2.6. Coaching for Parents
- 2.3. Benefits of its Application in Educational Contexts
  - 2.3.1. Coaching and Development of Executive Functions and Metacognition
  - 2.3.2. Coaching and Educational Support Needs
  - 2.3.3. Coaching to Achieve Excellence
  - 2.3.4. Self-Esteem and Self-Concept Development
- 2.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
  - 2.4.1. Collaborative Pedagogies
  - 2.4.2. Advantages of Collaborative Learning (CL)
  - 2.4.3. How to Work with AC?
  - 2.4.4. AC Techniques



- 2.5. Helping Relationship Styles and Coaching
  - 2.5.1. The Teacher as Coach
  - 2.5.2. Competencies of the Teacher as a "Coach" of the Student Body
  - 2.5.3. Coaching in the Framework of Shared Mentoring
  - 2.5.4. Teacher Skills as a Facilitator of Change
  - 2.5.5. Classroom Group Applications
  - 2.5.6. Teaching Teams and Faculty Team Spirit, Synergies
  - 2.5.7. Management Teams and the Development of Executive Tools

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*A unique, key, and decisive training experience to boost your professional development”*

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.





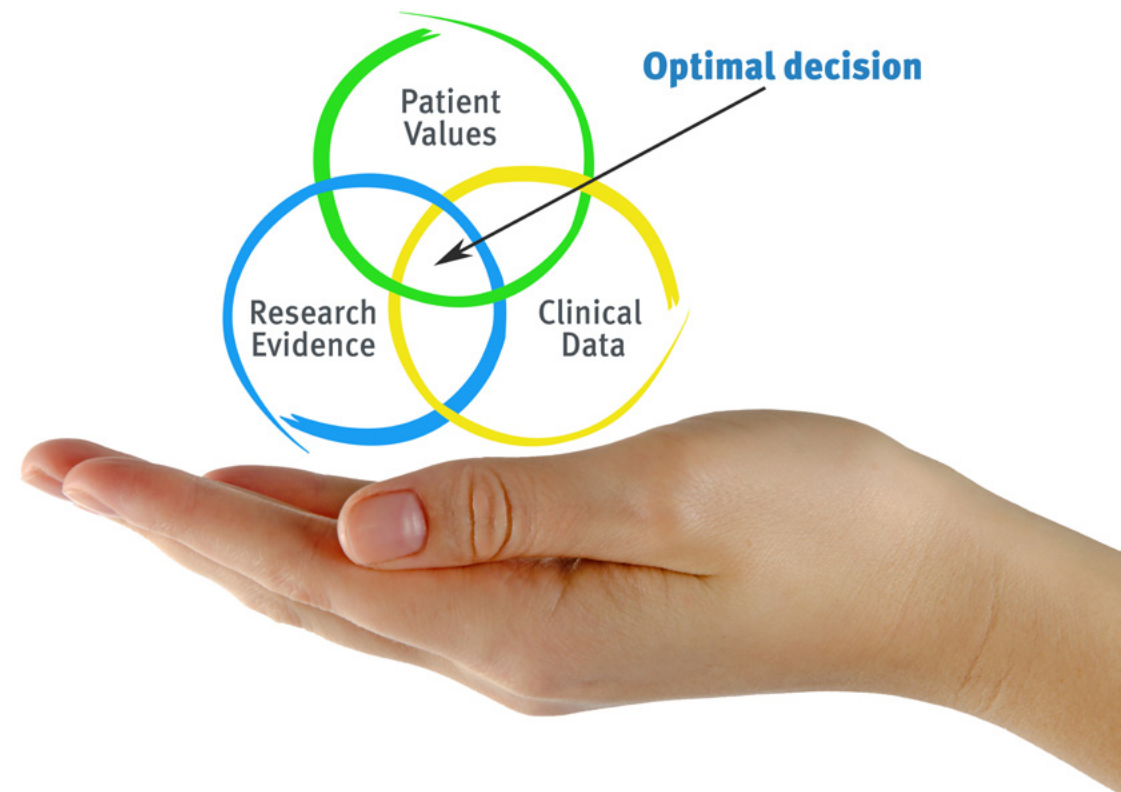
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*Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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

We enhance the Harvard case method with the best 100% online teaching methodology of the moment: 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 Re-learning 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 multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Certificate in Educational Coaching and Emotional Intelligence for Psychologists guarantees, in addition to the most rigorous and up-to-date training, access to a Postgraduate Certificate issued by TECH Technological University.





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*Successfully complete this training and receive your degree without travel or cumbersome paperwork”*

This **Postgraduate Certificate in Educational Coaching and Emotional Intelligence for Psychologists** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** diploma 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.

Diploma: **Postgraduate Certificate in Educational Coaching and Emotional Intelligence for Psychologists**

Official N° of hours: **300 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

**tech** technological university

personalized service innovation

knowledge present

**Postgraduate Certificate**

Educational Coaching  
and Emotional Intelligence  
for Psychologists

development languages

classroom

- » Modality: online
- » Duration: 2 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Certificate

## Educational Coaching and Emotional Intelligence for Psychologists

