

# Postgraduate Certificate

## International Cooperation and Social Communication





## Postgraduate Certificate International Cooperation and Social Communication

Course Modality: **Online**

Duration: **12 weeks**

Certificate: **TECH Technological University**

Teaching Hours: **300 h.**

Website: [www.techtute.com/in/psychology/postgraduate-certificate/international-cooperacion-social-communication](http://www.techtute.com/in/psychology/postgraduate-certificate/international-cooperacion-social-communication)

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# 01

# Introduction

International cooperation is necessary in order to achieve the development of regions with fewer resources and whose populations live in extreme situations. In this field, the work carried out by psychology professionals, together with the rest of the actors involved, is of great importance. For this reason, TECH has created this program with a comprehensive education on International Cooperation and Social Communication.





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*International cooperation helps to improve the living conditions of countries with fewer resources. If you wish to work in this field, don't miss the opportunity to specialize with TECH"*

International Cooperation work requires involved and highly qualified professionals who are able to adapt to the environment in which they work, know its main needs, create policies and intervention programs, and achieve effective long-term development. Therefore, it is fundamental that these professionals obtain a high degree of specialization in this task.

Thanks to this Postgraduate Certificate, Psychologists will be able to learn first-hand, and with an organized and structured vision, real information on how to work in International Cooperation for development, what are its objectives and goals to be achieved, the work ethics, etc. With real and truthful information, having the opportunity to dispel false myths and become professionals in the field.

It is an open door to the world of International Cooperation, a complex and necessary world for a fair evolution of the world. In addition, the students will enter into the study of social communication, since only by making known the reality of what is happening in the world, it will be possible to carry out truly effective humanitarian policies and cooperation, with the support of different agents involved in development cooperation.

This program combines basic knowledge in International Cooperation and development applied to the field of psychology, tools that allow the development worker to seek to improve the performance of their functions in those areas that people and towns demand, orient them to change and focus them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online specialization, the Psychologists will be able to combine the study of this comprehensive program with the rest of their daily obligations, choosing at all times where and when to study. A high-level program that will take these professionals to the highest level in their field.

This **Postgraduate Certificate in International Cooperation and Social Communication** 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 International Cooperation and Social Communication
- ◆ 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
- ◆ New developments about International Cooperation and Social Communication
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Emphasis on innovative methodologies in International Development Cooperation
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable electronic device with an Internet connection



*A high-level educational program created by the best experts in the field, which will allow you to achieve professional success"*

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*This Postgraduate Certificate is the best investment you can make in selecting a refresher program for two reasons: in addition to updating your knowledge in International Development Cooperation, you will obtain a certificate from the leading online university in Spanish: TECH Technological University”*

It includes in its teaching staff, professionals belonging to the field of international cooperation, who bring to this program the experience of their work, in addition to recognized specialists from 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 learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which Psychologists must try to solve the different professional practice situations that arise. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts in the field of International Cooperation and Social Communication.

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

*We offer you the most complete program with the best teaching methodology.*



02

# Objectives

The main objective of the program is the development of theoretical and practical learning, so that the Psychologist can master international cooperation in a practical and rigorous manner.





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*This Postgraduate Certificate will allow you to update your knowledge in International Cooperation with the use of the latest educational technology, to contribute with quality and confidence to decision making"*



## General Objectives

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- ◆ Provide students with advanced specialization in international cooperation, of a specialized nature and based on theoretical and instrumental knowledge that allows them to acquire and develop the competencies and skills necessary to obtain a qualification as a professional in international cooperation
- ◆ Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- ◆ Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- ◆ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes within the framework of international law

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*Get up to date on the latest developments in international cooperation”*





## Specific Objectives

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- ◆ Know different methods of research in International Development Cooperation
- ◆ Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc.
- ◆ Know the evolution and status of current debates on development
- ◆ Become familiar with the instruments of international cooperation for development, as well as the types of projects and existing NGOs
- ◆ Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs
- ◆ Understand the international cooperation system and the different members that make it up
- ◆ Prepare social communicators who can apply their knowledge at the different levels
- ◆ Identify, understand and know how to use sources, statistical techniques and computer tools to organize selected information and plan development and cooperation reports, analyses and actions
- ◆ Conduct an ethical reflection on cooperation, information, images and their applicability in specific contexts and information sources

03

# Course Management

The program includes in its faculty renowned experts in International Development Cooperation, who contribute their work experience to this program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.





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*Leading professionals in the field  
have come together to teach you  
the latest advances in International  
Cooperation and Social  
Communication in Psychology”*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ♦ Director of the Studies Office of the INEM Directorate
- ♦ Head of Education, Strategic Planning and Coordinator of Knowledge Networks in AECID
- ♦ Degree in Philosophy and Educational Sciences at UCM
- ♦ Specialist in Knowledge Management
- ♦ Expert in Educational Evaluation at OEI
- ♦ Expert in Educational Indicators and Statistics at UNED
- ♦ Expert in Development Cooperation in Education at the University of Barcelona

## Management



### Ms. Romero Mateos, María del Pilar

- ♦ Employment training teacher
- ♦ Gender Equality Agent
- ♦ Author and collaborator in educational projects at Abile Educativa
- ♦ Co-Author of the book: 'Principeso Cara de Beso'
- ♦ Postgraduate Diploma in International Development Cooperation

## Professors

### Mr. Cano Corcuera, Carlos

- ◆ General Coordinator of the Spanish Cooperation in the Dominican Republic
- ◆ General Coordinator of the Spanish Cooperation in Mexico
- ◆ Degree in Biology with a major in Zoology and a minor in Animal Ecology
- ◆ Specialization courses in the following areas: International Development
- ◆ Identification, Formulation and Follow-up of Cooperation Projects; Humanitarian Aid
- ◆ Equal Opportunities; International Negotiations
- ◆ Planning with a Gender Perspective; Result-Oriented Management of
- ◆ Development; Disability Approach in Cooperation and Cooperation Projects.
- ◆ European Union Delegate

### Ms. Flórez Gómez, Mercedes

- ◆ Director of the CFCE in Montevideo
- ◆ Degree in Geography and History from the Complutense University of Madrid
- ◆ Advanced Diploma in South Cooperation
- ◆ Diploma in Humanitarian Action - Institute of Studies on Conflict and Humanitarian Action
- ◆ MSc in Corporate Social Responsibility from the Pontifical University of Salamanca
- ◆ MSc in Information and Documentation from the Antonio de Nebrija University
- ◆ Specialist in Inequality, Cooperation and Development, Instituto Universitario de Desarrollo y Cooperación, Complutense University of Madrid
- ◆ Education, Science and Culture by the OEI

### Ms. Córdoba, Cristina

- ◆ Training and experience in International Development Cooperation Projects
- ◆ Co-founder and participant of PalSpain project
- ◆ Founder of the Youth Association APUMAK

### Ms. Sánchez Garrido, Araceli

- ◆ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide
- ◆ Professor of the Master in Cultural Management at the Carlos III University of Madrid
- ◆ Degree in Geography and History, specializing in Anthropology and Ethnology of America, Complutense University of Madrid
- ◆ Member of the Faculty of Curators of Museums, assigned to the Museum of America in Madrid

### Dr. Ramos Rollon, Marisa

- ◆ Coordinator of the department of Democratic Governance in the Eurosocietal program
- ◆ Full Professor of Political Science at UCM
- ◆ Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- ◆ Professor of Political Science at the University of Salamanca
- ◆ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- ◆ Bachelor's Degree in Political Science with a major in International Relations and Latin American Studies from UCM

04

# Structure and Content

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 education and are committed to quality teaching using new educational technologies.







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*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"*

## Module 1. International Development Cooperation

- 1.1. International Development Cooperation
  - 1.1.1. Introduction
  - 1.1.2. What Is the International Development Cooperation?
  - 1.1.3. Objectives and Purpose of International Development Cooperation
  - 1.1.4. Goals of the Spanish International Development Cooperation
  - 1.1.5. Evolution of the Spanish International Development Cooperation
  - 1.1.6. Origins and Historical Evolution of International Cooperation
  - 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
  - 1.1.8. The Processes of Decolonization in the Postwar Years
  - 1.1.9. Crisis of the International Development Cooperation
  - 1.1.10. Changes in the Conception of International Development Cooperation
  - 1.1.11. Bibliography
- 1.2. Modalities and Instruments of International Development Cooperation
  - 1.2.1. Introduction
  - 1.2.2. Main Tools of International Development Cooperation
    - 1.2.2.1. Development Cooperation
    - 1.2.2.2. Development Education
    - 1.2.2.3. Technical Assistance, Training and Research
    - 1.2.2.4. Humanitarian Action
  - 1.2.3. Other Cooperation Tools
    - 1.2.3.1. Economic Cooperation
    - 1.2.3.2. Financial Help
    - 1.2.3.3. Scientific and Technological Cooperation
    - 1.2.3.4. Food Aid
  - 1.2.4. Modalities of the International Development Cooperation
  - 1.2.5. Types of Modalities
    - 1.2.5.1. Modality According to the Origin of the Funds





- 1.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
  - 1.2.6.1. Bilateral
  - 1.2.6.2. Multilateral
  - 1.2.6.3. Decentralized Cooperation
  - 1.2.6.4. Non-Governmental Cooperation
  - 1.2.6.5. Business Cooperation
- 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
- 1.2.8. Depending on the Existence or Non-Existence of Limitations on the Application of Funds
- 1.2.9. Other Cooperation Tools. Co-Development
  - 1.2.9.1. Co-Development Interventions
- 1.2.10. Bibliography
- 1.3. Multilateral Organizations
  - 1.3.1. The International Development Cooperation System
  - 1.3.2. International Development Cooperation Stakeholders
  - 1.3.3. Stakeholders in the Official Development Assistance System
  - 1.3.4. Definitions of Relevant International Organizations (IOs)
  - 1.3.5. Characteristics of International Organizations
    - 1.3.5.1. Types of International Organizations
  - 1.3.6. Advantages of Multilateral Cooperation
  - 1.3.7. Contributions of International Organizations to the Multilateral System
  - 1.3.8. Multilateral Financial Institutions (MFIs)
    - 1.3.8.1. Characteristics of MFIs
    - 1.3.8.2. Composition of MFIs
    - 1.3.8.3. Types of MFIs
  - 1.3.9. Bibliography
- 1.4. Sources of International Development Cooperation
  - 1.4.1. Introduction
  - 1.4.2. Difference between Governmental and Non-Governmental Cooperation
  - 1.4.3. Multilateral Financial Institutions

- 1.4.4. The International Monetary Fund
- 1.4.5. United States Agency for International Development USAID
  - 1.4.5.1. Who are They?
  - 1.4.5.2. The History of USAID
  - 1.4.5.3. Intervention Sectors
- 1.4.6. The European Union
  - 1.4.6.1. Objectives of the EU
  - 1.4.6.2. General Objectives of EU External Action
- 1.4.7. Non-Financial Multilateral Institutions
  - 1.4.7.1. List of Non-Financial Multilateral Institutions
  - 1.4.7.2. Actions by Non-Financial Multilateral Institutions
- 1.4.8. United Nations Organization
- 1.4.9. Bibliography
- 1.5. Spanish Cooperation Master Plan 2018-2021
  - 1.5.1. Introduction
  - 1.5.2. Action and Management Challenges of the Spanish Cooperation
  - 1.5.3. What Is a Master Plan?
    - 1.5.3.1. Spanish Cooperation Master Plan
    - 1.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
  - 1.5.4. Goals of the Master Plan
    - 1.5.4.1. General Objectives of the V IADC Master Plan
  - 1.5.5. Geographic Priorities for Action under the Master Plan of the IADC
  - 1.5.6. The 2030 Agenda
    - 1.5.6.1. What Is Agenda 2030?
    - 1.5.6.2. Development of Agenda 2030
    - 1.5.6.3. General Specifications
    - 1.5.6.4. Implementation of Agenda 2030
  - 1.5.7. Bibliography
- 1.6. Humanitarian Action
  - 1.6.1. Introduction
  - 1.6.2. Humanitarian Aid in the International Context
  - 1.6.3. Tendencies in Humanitarian Action
  - 1.6.4. Main Goals of Humanitarian Action
  - 1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
  - 1.6.6. AECID and Humanitarian Action
  - 1.6.7. The Financing of Humanitarian Action and Its Evolution
  - 1.6.8. Principles of International Human Rights Law and Humanitarian Action
  - 1.6.9. Summary
  - 1.6.10. Bibliography
- 1.7. Gender Approach in International Development Cooperation
  - 1.7.1. Introduction
  - 1.7.2. What Is the Gender Approach?
  - 1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
  - 1.7.4. Gender Approaches in International Development Cooperation
  - 1.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
  - 1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
  - 1.7.7. Priority Equality Goals in the Spanish Development Cooperation BORRAR
  - 1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
  - 1.7.9. Gender Mainstreaming Guide
  - 1.7.10. Bibliography
- 1.8. Focus on Human Rights In International Development Cooperation
  - 1.8.1. Introduction
  - 1.8.2. Human rights
  - 1.8.3. Human Rights Approach to Development Cooperation
  - 1.8.4. How the Human Rights Approach Emerged
  - 1.8.5. Elements that the Human Rights Approach Contributes to the International Development Cooperation
    - 1.8.5.1. New Frame of Reference: International Human Rights Standards.
    - 1.8.5.2. New Look at Capacity Building
    - 1.8.5.3. Participation in Public Policy
    - 1.8.5.4. Accountability
  - 1.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions

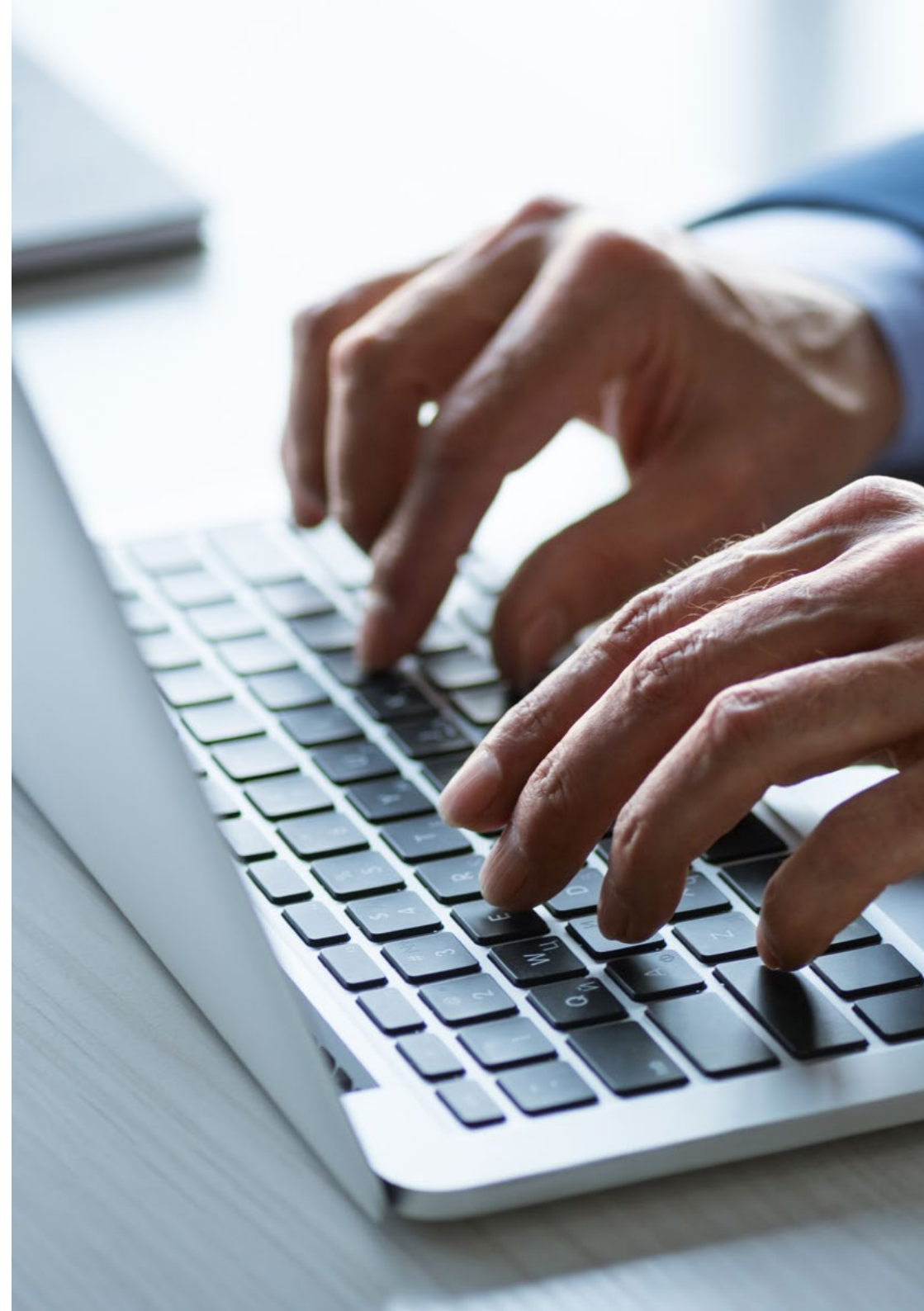
- 1.8.7. Challenges in Project Identification and Formulation
- 1.8.8. Challenges in Project Execution
- 1.8.9. Challenges in Project Monitoring and Assessment
- 1.8.10. Bibliography
- 1.9. Human Mobility and Migration
  - 1.9.1. Introduction
  - 1.9.2. Migration
    - 1.9.2.1. First Human Movements
    - 1.9.2.2. Types of Migrations
    - 1.9.2.3. Causes of Migrations
  - 1.9.3. Migratory Processes in the Era of Globalization
    - 1.9.3.1. Improved Living Conditions
    - 1.9.3.2. Vulnerability and Migration
  - 1.9.4. Human Safety and Conflict
  - 1.9.5. Challenges of the International Asylum System
  - 1.9.6. The OHCHR
  - 1.9.7. Human Rights Based Migration Strategy
  - 1.9.8. Bibliography

## Module 2. Social and Transformative Communication

- 2.1. Fundamentals of Communication
  - 2.1.1. Introduction
  - 2.1.2. What Is Communication?
    - 2.1.2.1. Concept and Definition
  - 2.1.3. Objectives, Audiences and Messages
  - 2.1.4. Right to Information and Communication
    - 2.1.4.1. Freedom of Speech
  - 2.1.5. Access and Participation
  - 2.1.6. Brief Overview of the Media According to Typology
    - 2.1.6.1. Written Press
    - 2.1.6.2. Radio
    - 2.1.6.3. Television
    - 2.1.6.4. Internet and Social Networks
  - 2.1.7. Conclusions

- 2.2. Communication and Power in the Digital Age
  - 2.2.1. What Is Power?
    - 2.2.1.1. Power in the Global Era
  - 2.2.2. Fake News, Control and Leaks
  - 2.2.3. Publicly Owned Media
  - 2.2.4. Commercial Media
    - 2.2.4.1. Large Conglomerates in Europe
    - 2.2.4.2. Large Conglomerates in Latin America
    - 2.2.4.3. Other Conglomerates
  - 2.2.5. Alternative Media
    - 2.2.5.1. Evolution of the Alternative Media in the Spanish State
    - 2.2.5.2. Current Trends
    - 2.2.5.3. The Problem of Financing
    - 2.2.5.4. Professional Journalism/Activist Journalism
  - 2.2.6. Initiatives for the Democratization of Communication
    - 2.2.6.1. Examples in Europe
    - 2.2.6.2. Examples in Latin America
  - 2.2.7. Conclusions
- 2.3. Communication and International Cooperation
  - 2.3.1. Social Communication
    - 2.3.1.1. Concept
    - 2.3.1.2. Themes
  - 2.3.2. Stakeholders: Associations and Research Centers
    - 2.3.2.1. Social Movements
  - 2.3.3. Collaboration and Exchange Networks
  - 2.3.4. Cooperation, Education for Social Transformation and Communication
    - 2.3.4.1. Types of Communication from NGOs
  - 2.3.5. Code of Conduct
    - 2.3.5.1. Social Marketing
  - 2.3.6. Educommunication
  - 2.3.7. Working with Alternative Media
  - 2.3.8. Working with Publicly Owned Media and Commercial Media

- 2.3.9. Communication and Cooperation in Times of Crisis
  - 2.3.9.1. Technical and Labor Impacts
  - 2.3.9.2. Impacts on Social Movements
- 2.3.10. Tensions between Professional Journalism and Activist Journalism
- 2.4. Communication and Gender Equality
  - 2.4.1. Introduction
  - 2.4.2. Key Concepts
  - 2.4.3. Women in the Media
    - 2.4.3.1. Representation and Visibility
  - 2.4.4. Media Production and Decision Making
  - 2.4.5. The Beijing Platform for Action (Chapter J)
  - 2.4.6. Feminist Communication and Inclusive Language
    - 2.4.6.1. Basic Concepts
  - 2.4.7. How to Identify and Avoid Stereotypes
  - 2.4.8. Guidelines, Best Practices
  - 2.4.9. Examples of Initiatives
  - 2.4.10. Conclusions
- 2.5. Communication and Sustainable Development
  - 2.5.1. The Sustainable Development Goals (SDGs)
    - 2.5.1.1. Proposal and Limits
  - 2.5.2. The Anthropocene
    - 2.5.2.1. Climate Change and Human Development
  - 2.5.3. Communication about “Natural Disasters” from NGOs
    - 2.5.3.1. Regular Coverage in the Mass Media
  - 2.5.4. Advocacy Possibilities from NGOs
  - 2.5.5. Environmental Defenders in Latin America
    - 2.5.5.1. The Data: Threats and Deaths
  - 2.5.6. How Can NGOs Communicate the Work of Human Rights Defenders?
- 2.6. Communication and Migrations
  - 2.6.1. Introduction
  - 2.6.2. Key Concepts and Data
  - 2.6.3. Hate Speech and Its Foundations
    - 2.6.3.1. Dehumanization and Victimization



- 2.6.4. Necropolitics
- 2.6.5. Regular Coverage in the Mass Media
- 2.6.6. Social Networks, WhatsApp and Hoaxes
- 2.6.7. Advocacy Possibilities from NGOs
  - 2.6.7.1. How to Recognize Prejudice
  - 2.6.7.2. Overcoming Eurocentrism
- 2.6.8. Best Practices and Guidelines on Communication and Migration
- 2.6.9. Conclusions
- 2.7. Communication and Peace Building
  - 2.7.1. Introduction
  - 2.7.2. Peace Journalism vs. War Journalism
    - 2.7.2.1. Features
  - 2.7.3. Brief Historical Review of Warmongering
  - 2.7.4. Communication on Armed Conflicts and Peace Processes
  - 2.7.5. Journalists in Armed Conflicts
  - 2.7.6. Possibilities for NGOs
    - 2.7.6.1. Shifting Our Focus to the Solution
  - 2.7.7. Research and Guidelines
- 2.8. Educommunication for Walking
  - 2.8.1. Introduction
  - 2.8.2. Pedagogy and Popular Education
  - 2.8.3. Media Literacy
  - 2.8.4. Educommunication Projects
    - 2.8.4.1. Features
    - 2.8.4.2. Agents
  - 2.8.5. Mainstreaming Communication for Social Change
    - 2.8.5.1. The Communication Component in Other Projects
  - 2.8.6. The Importance of Internal Communication in NGOs
  - 2.8.7. Communication to Members and Collaborators
  - 2.8.8. Conclusions
- 2.9. Digital Culture and Development NGOs
  - 2.9.1. Introduction
  - 2.9.2. Paradigm Shifts and New Spaces
    - 2.9.2.1. Characteristics and Main Agents and Networks
  - 2.9.3. The Tyranny of the Click
  - 2.9.4. The Imposition of Brevity
  - 2.9.5. Citizen Participation in Digital Society
    - 2.9.5.1. Changes in Solidarity and Activism in the Digital Culture
  - 2.9.6. Promote the Participation of NGOs in Digital Spaces
  - 2.9.7. Indicators of Communication 2.0 in NGOs
  - 2.9.8. Conclusions
- 2.10. In Practice
  - 2.10.1. Introduction
  - 2.10.2. Elaboration of Organizational Communication Plans
    - 2.10.2.1. Communication Plan Introduction
  - 2.10.3. Project and Action Communication Plans
  - 2.10.4. Basic Contents and Common Errors in Web Pages
  - 2.10.5. Social Media Publishing Plans
  - 2.10.6. Crisis Management and Unplanned Aspects in Social Networks
  - 2.10.7. Subject, Verb and Predicate
    - 2.10.7.1. Recalling Notions
  - 2.10.8. Conclusions



*A path to achieve education and professional growth that will propel you towards a greater level of competitiveness in the employment market”*

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 International Cooperation and Social Communication 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 International Cooperation and Social Communication** 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 International Cooperation and Social Communication**  
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  
personalized service innovation  
knowledge present quality  
development language  
virtual classroom



**Postgraduate Certificate**  
International Cooperation  
and Social Communication

Course Modality: Online  
Duration: 12 weeks  
Certificate: TECH Technological University  
Teaching Hours: 300 h.

# Postgraduate Certificate International Cooperation and Social Communication

