

Postgraduate Certificate Educational Coaching and Effective Communication for Psychologists





Postgraduate Certificate Educational Coaching and Effective Communication for Psychologists

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/pk/psychology/postgraduate-certificate/educational-coaching-effective-communication-psychologists

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01

Introduction

Every educational process is first and foremost an encounter between people. And language is the means of communication that builds relationship and reality. Language builds us and it is crucial to know its codes and modalities in order to successfully face the educational communication that conveys learning. In this sense, this Postgraduate Certificate focuses on providing the psychologist with the competencies that will enable them to understand how effective communication arises and is managed in children, adolescents and adults, and to guide patients to effectively enhance their skills.





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This Postgraduate Certificate in Educational Coaching and Effective Communication for Psychologists will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally”

The contributions of Coaching only enrich this communication management with active listening, calibration or *rapport*, because language is a powerful tool that builds links and enables the development of learning.

Appropriate feedback or powerful questions not only enrich the psychologist, but transform him/her into an agent of change and evolution for an inspiring education of meaningful and purposeful life paths.

This training makes professionals in this field increase their capacity for success, which results in a better praxis and performance that will have a direct impact on the educational treatment, on the improvement of the educational system and on the social benefit for the whole community.

This program works on communication skills, conflict resolution, emotional mastery and leadership; it contemplates fundamental aspects related to the psychologist's skills as a facilitator of change: how to create the student-expert relationship, effective communication, goal planning and beliefs.

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

- ♦ The development of clinical cases presented by experts in Educational Coaching and Effective Communication
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional
- ♦ What's new in Educational Coaching and Effective Communication?
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies in Educational Coaching and Effective Communication
- ♦ 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 Effective Communication for Psychologists"

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This Postgraduate Certificate is the best investment you can make in selecting an up-to-date program to refresh your knowledge in Educational Coaching and Effective Communication”

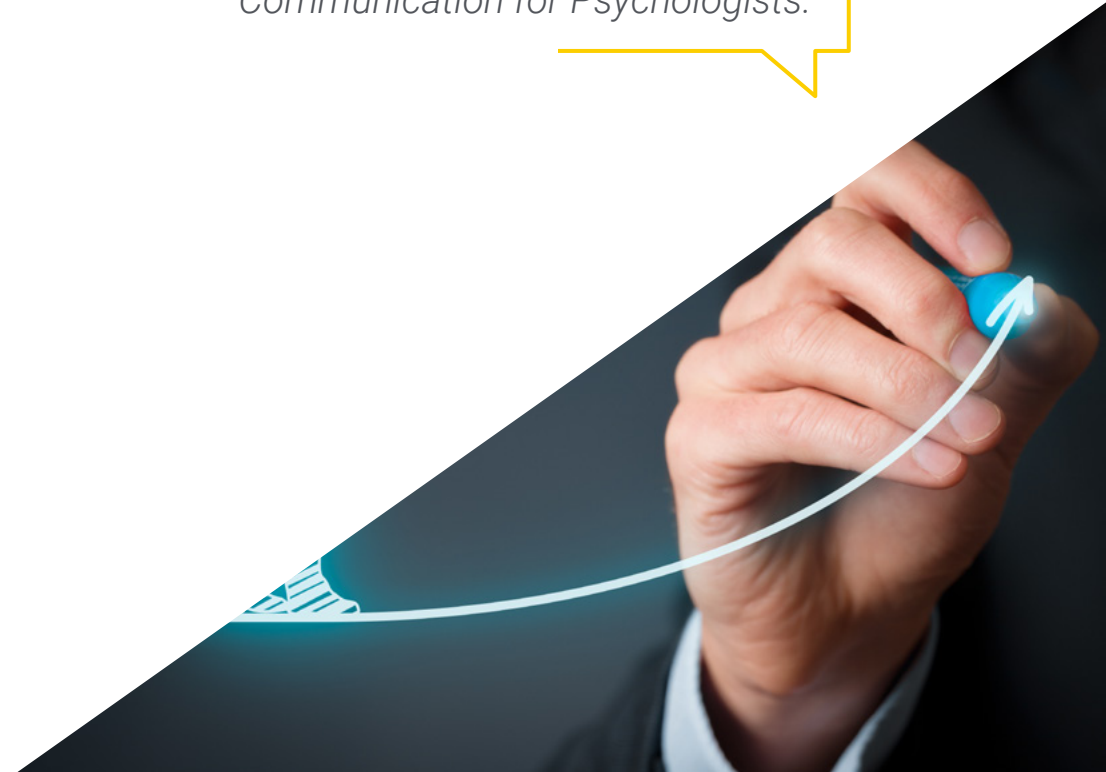
It includes in its teaching staff professionals belonging to the field of Educational Coaching and Communication, who pour into this specialization the experience of their work, in addition to recognized specialists from leading scientific societies.

Its multimedia content, elaborated with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive study programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the psychologist must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in the field of Educational Coaching and Communication.

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

Take the opportunity to learn about the latest advances in Educational Coaching and Effective Communication for Psychologists.



02

Objectives

The Postgraduate Certificate in Educational Coaching and Effective Communication is oriented to facilitate the performance of the professional dedicated to working with children, adolescents and adults in the psychological field. 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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This Postgraduate Certificate will allow you to update your knowledge in Educational Coaching and Effective Communication for Psychologists, with the use of the latest educational technology, to contribute with quality and safety to the decision making and follow-up of these patients"



General Objectives

- 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 a psychology professional with competencies in Educational Coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership



Take the step to get up to date on the latest developments in Educational Coaching and Effective Communication for Psychologists”

A hand is visible on the right side of the image, holding the letters 'COAC' which are placed on a dark surface. The letters are white and have a slight shadow.

COAC



Specific Objectives

- ♦ 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
- ♦ Appreciating the potential role of Coaching in creating synergies in teaching teams
- ♦ Appreciate and understand the role of coaching in developing management skills
- ♦ Appreciate the importance of communication in the Coaching process
- ♦ Identify different Communication Styles
- ♦ Know the Components of Communication
- ♦ Understand the Capacity of Communicative Acts to Generate Meaning and Reality
- ♦ Acquire Active Listening Skills
- ♦ Know the Calibration Process
- ♦ Understand the importance of Rapport
- ♦ Assume the Importance of Feedback in Communication
- ♦ Appreciate the Importance of Generating Insights
- ♦ Learn Respectful Confrontation to Generate Learning

03

Course Management

The program's teaching staff includes specialists in Educational Coaching and Effective Communication who bring their work experience to this specialization. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the specialization in an interdisciplinary manner.



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Learn from leading professionals, the latest advances in procedures in the field of Educational Coaching and Effective Communication"

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

- ♦ 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



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

Management



Mr. Romero Monteserín, 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, Martin

- ♦ 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 Effective Communication for Psychologists contains the most complete and up-to-date scientific program on the market”

Module 1. Communication

- 1.1. Communication
 - 1.1.1. Components of Communication
 - 1.1.1.1. Language
 - 1.1.1.2. Emotionality
 - 1.1.1.3. Body
 - 1.1.2. Elements of Communication
 - 1.1.2.1. Emitter
 - 1.1.2.2. Receptor
 - 1.1.2.3. Message
 - 1.1.2.4. Channel
 - 1.1.2.5. Context
 - 1.1.2.6. Codes
 - 1.1.2.7. Feedback
 - 1.1.3. Communication Styles
 - 1.1.3.1. Hierarchical
 - 1.1.3.2. Aggressive
 - 1.1.3.3. Passive
 - 1.1.3.4. Assertive
 - 1.1.4. Benefits of Assertive Communication
 - 1.1.4.1. Connection
 - 1.1.4.2. Link
 - 1.1.4.3. Trust
 - 1.1.5. Purpose of Communication
- 1.2. Levels of Communication
 - 1.2.1. Intrapersonal
 - 1.2.1.1. Psychic Instances
 - 1.2.1.2. Self-Dialogue
 - 1.2.1.3. Recognition of Internal Characters and Self-Dialogues
 - 1.2.1.4. Internal Relations
 - 1.2.1.5. Effects of Self-Dialogues on Internal States Management
 - 1.2.1.6. The Interior Assistant
 - 1.2.2. Interpersonal
 - 1.2.2.1. Public Conversation
 - 1.2.2.2. Communication Skills
 - 1.2.2.3. The Importance of Non-Verbal Communication
 - 1.2.3. Coherence and Congruence of Levels
 - 1.2.3.1. Incoherence
 - 1.2.3.2. Coherence
 - 1.2.3.3. Level Congruence Management
- 1.3. Linguistic Acts
 - 1.3.1. Declaration
 - 1.3.1.1. Definition of Statement
 - 1.3.1.2. Facts and Agreements
 - 1.3.1.3. Authority and Standards
 - 1.3.2. Pledge
 - 1.3.2.1. Definition of Promise
 - 1.3.2.2. Commitment
 - 1.3.2.3. The Trust Equation
 - 1.3.3. Trial
 - 1.3.3.1. Definition of Trial
 - 1.3.3.2. According to the Authority
 - 1.3.3.3. According to Tradition
 - 1.3.4. Affirmation
 - 1.3.4.1. Definition of Affirmation
 - 1.3.4.2. Designation
 - 1.3.5. Language as a Reality Builder
- 1.4. Active Listening
 - 1.4.1. What is Active Listening?
 - 1.4.2. Components of Active Listening
 - 1.4.2.1. Willingness and Attitude
 - 1.4.2.2. Intention
 - 1.4.2.3. Empathy
 - 1.4.2.4. Respect
 - 1.4.2.5. Positive Feedback

- 1.4.3. Active Listening in Learning Environments
 - 1.4.3.1. Purpose of Active Listening
 - 1.4.3.2. Benefits
- 1.4.4. Intention of Active Listening
 - 1.4.4.1. Awareness
 - 1.4.4.2. Responsibility
 - 1.4.4.3. Action
- 1.5. Calibration
 - 1.5.1. Calibration Concept
 - 1.5.2. Calibration Process
 - 1.5.2.1. Body Observation
 - 1.5.2.2. Emotionality
 - 1.5.2.3. Language
 - 1.5.3. Calibration Applications in Coaching and Education
 - 1.5.3.1. Observation of Group States
 - 1.5.3.2. Observation of Subgroups and Individuals
 - 1.5.3.3. Understanding and Acceptance
 - 1.5.3.4. Evaluation
 - 1.5.3.5. Being Aware
 - 1.5.3.6. Acting from the Needs of Others
- 1.6. Rapport
 - 1.6.1. Concept of Rapport
 - 1.6.2. The Art of Taming Horses
 - 1.6.3. Uses of Rapport
 - 1.6.4. Procedures to Generate Rapport
 - 1.6.4.1. Movements and Gestures
 - 1.6.4.2. Words and Language
 - 1.6.4.3. Emotions
 - 1.6.4.4. Energy
 - 1.6.4.5. Application of Rapport in Coaching
 - 1.6.4.6. Application of Rapport in Education

- 1.7. Feedback
 - 1.7.1. Concept of Feedback
 - 1.7.2. Purpose of Good Feedback
 - 1.7.2.1. Nurturing the Communication Process
 - 1.7.2.2. Self-esteem
 - 1.7.2.3. Motivation
 - 1.7.2.4. Information
 - 1.7.3. Feedback as Communication Reinforcement
 - 1.7.4. The Need for Good Feedback in Education
- 1.8. The Art of Questioning and Confrontation to Generate Learning
 - 1.8.1. Types of Questions
 - 1.8.2. The Confrontation
 - 1.8.3. Purpose of the Confrontation
 - 1.8.4. When to use Confrontation?
 - 1.8.5. Strategies to Use Confrontation Appropriately
 - 1.8.6. Insight and Learning from Confrontation
 - 1.8.6.1. Concept of Insight
 - 1.8.6.2. Detection of Insight
 - 1.8.6.3. Testing the Insight

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 Mentoring
 - 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. Teaching 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 training program offers 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 Harvard 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.

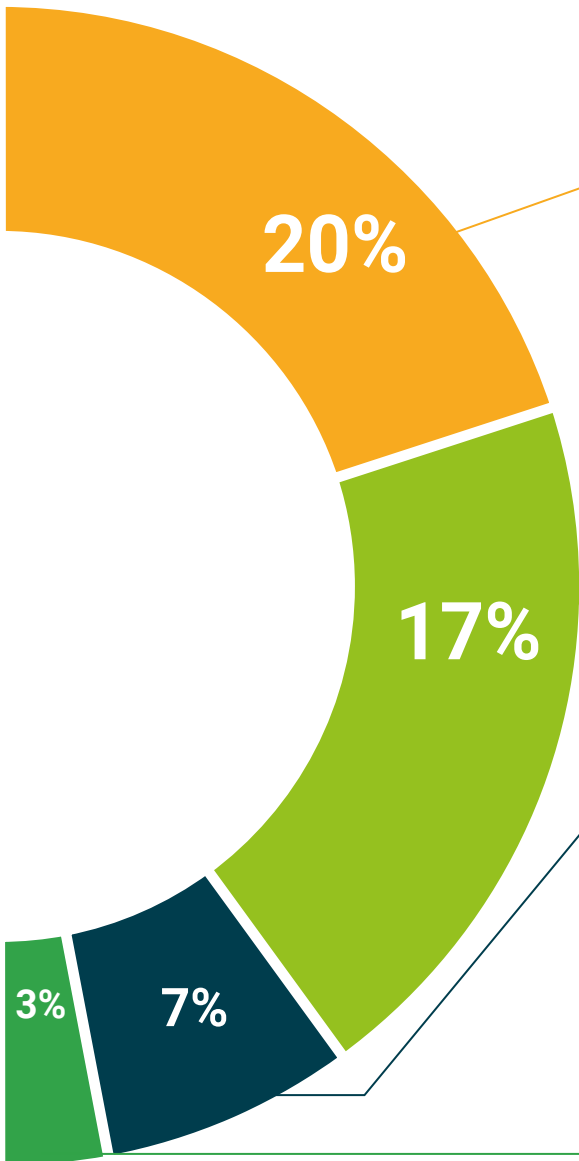
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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 Effective Communication 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 diploma without the hassle of travel or paperwork”

This **Postgraduate Certificate in Educational Coaching and Effective Communication 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** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Certificate in Educational Coaching and Effective Communication for Psychologists**

Official N.º 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
online training
development language
virtual classroom



Postgraduate Certificate
Educational Coaching and
Effective Communication
for Psychologists

- » Modality: **online**
- » Duration: **12 weeks**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

Postgraduate Certificate Educational Coaching and Effective Communication for Psychologists