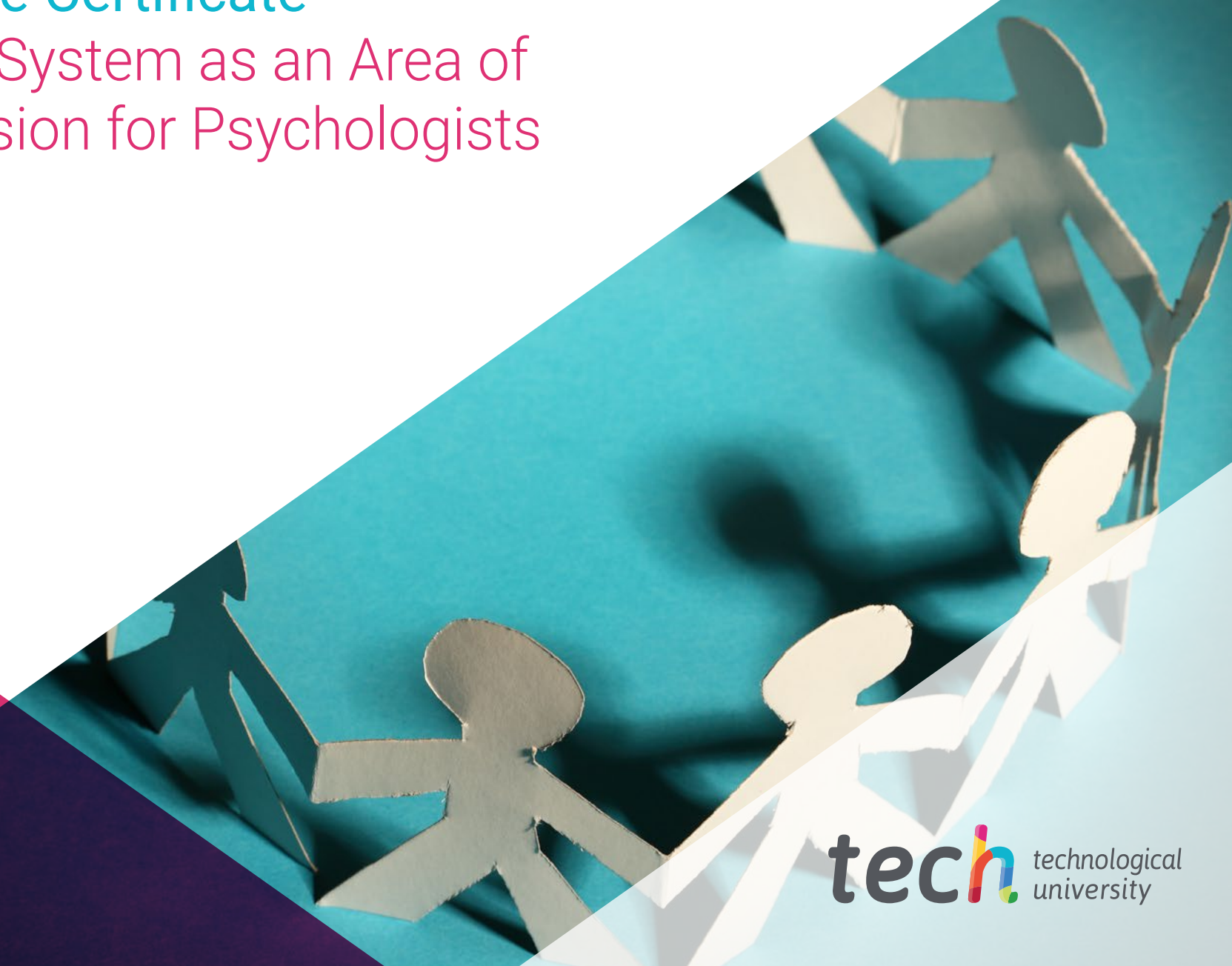


Postgraduate Certificate

Educational System as an Area of Social Exclusion for Psychologists





Postgraduate Certificate Educational System as an Area of Social Exclusion for Psychologists

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

Website: www.techtitute.com/in/psychology/postgraduate-certificate/educational-system-area-social-exclusion-psychologists

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01

Introduction

The educational system, through its own characteristics, generates social exclusion. Derived from the inability of some students to follow classes and assimilate learning. Therefore, it is necessary that teachers and other school professionals are aware of these circumstances. Providing specific solutions for each case. In this sense, the program proposed by TECH offers knowledge about special educational needs (SEN). These can have very different origins, such as ADHD, a complicated situation or late incorporation into the education system, among others. In addition, some effective techniques for working together in the classroom will be provided, such as cooperative learning or coeducation. Contents that, for their part, will be available in a 100% online modality and without timetables, thus favoring the personal and work balance.





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This course has been developed on the basis of the latest research on special educational needs. With the intention that the techniques you acquire will be as effective as possible”

To help students with special educational needs, you must first understand their point of view. Determine what it is that prevents them from following classes and address it through the most effective techniques and strategies.

In this sense, this Diploma begins by defining the concept of exclusion in education. As well as the characteristics of the inclusive school and the attention to diversity. It also defines the levels to which the educational response should be directed depending on the origin of the problem.

Next, it goes deeper into special education. Detailing the features that have characterized the evolution of special education in Spain. Subsequently, we define the most common special needs, such as high abilities or ADHD.

Finally, some alternative educational systems such as coeducation or cooperative learning are discussed. It also provides certain formulas to achieve an optimal social climate in the classroom. Addressing some very common problems such as multiculturalism or economic differences.

All this, through a 100% online modality, without timetables and with the complete syllabus available from the first day. Thus favoring the organization and, consequently, the learning process.

This **Postgraduate Certificate in Educational System as an Area of Social Exclusion for Psychologists** 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 social exclusion in the educational field
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Enroll and discover the role that the teacher should adopt according to the different types of SEN. It will undoubtedly help you generate an optimal classroom climate"

“*TECH proposes to review the evolution of the concept of special needs. It will help you to understand the current situation*”

This program provides very useful resources that will allow the reincorporation of students with high abilities to the dynamics of the classroom.

Enroll and learn how to organize an appropriate educational response for students with SEN together with family members and other related agents.

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious 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 immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

This course will provide the necessary skills to address cases of students with SEN. Regardless of their origin. Providing the most appropriate resources and protocols depending on the type of need. With the ultimate goal of generating an appropriate learning environment. As well as to include the student in the classroom dynamics and facilitate their insertion in social circles.



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TECH has developed the program in different formats so that students can choose the one that best suits their needs”



General Objectives

- ◆ Understand the ways in which the educational system can become the culprit of social exclusion
- ◆ Propose solutions to the forms of social exclusion generated by the educational system itself

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In TECH you will work, together with prestigious professionals, the most innovative strategies to address cases of students with SEN”





Specific Objectives

- ◆ Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- ◆ Value the importance of the inclusive school for the attention to student diversity
- ◆ Explain, according to current legislation, who are the students with special educational needs (SEN)
- ◆ Recognize the main SEN that can be presented by the Children with special education Needs
- ◆ Delve into the HIP and the models of attention to their SEN
- ◆ Establish the relationship between inclusion and multiculturalism
- ◆ Explain the importance of cooperative learning for inclusion
- ◆ Promote the value of coeducation for the reduction of school exclusion
- ◆ Identify the most influential aspects in the social climate of the classroom

03

Structure and Content

The way in which this syllabus has been structured favors the assimilation of concepts. It begins by giving an overview of social exclusion and educational exclusion. Subsequently, it develops in depth the characteristics of students with SEN. Therefore, it is a complete program whose contents are fully and directly extrapolated to the performance of daily activities in schools.





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The graduates of this Postgraduate Certificate will obtain the necessary tools to offer a quality education to their students with SEN"

Module 1. The Educational System as an Area of Social Exclusion

- 1.1. Exclusion in Education
 - 1.1.1. Conception of Current Education
 - 1.1.1.1. Traditional Education
 - 1.1.1.2. Evolution and problems. The European School
 - 1.1.1.3. Other Educational Models
 - 1.1.2. Educational Exclusion
 - 1.1.2.1. Concept of Educational Exclusion
 - 1.1.2.2. Justifications for Exclusion
- 1.2. Inclusive Schools and Attention to Diversity
 - 1.2.1. The current school model (CO, AEE in CO, CEE and CAES)
 - 1.2.1.1. Educational Inclusion
 - 1.2.1.2. Attention to Diversity
 - 1.2.2. Organization of the Educational Response
 - 1.2.2.1. At the Educational System level
 - 1.2.2.2. At Center Level
 - 1.2.2.3. At Classroom Level
 - 1.2.2.4. At Student Level
- 1.3. Special Educational Needs (SEN) Students
 - 1.3.1. Evolution of EE in the Last Decades
 - 1.3.1.1. The Institutionalization of Special Education (Medical Model)
 - 1.3.1.2. Clinical Model
 - 1.3.1.3. Standardization of Services
 - 1.3.1.4. Pedagogical Model
 - 1.3.1.5. Particular Features that Have Characterized the Evolution of Special Education
 - 1.3.2. Definition of Children with SEN
 - 1.3.2.1. At the Educational Level
 - 1.3.2.2. At Social Level



- 1.3.3. Students with SEN in the Educational Environment
 - 1.3.3.1. Specific Learning Difficulties
 - 1.3.3.2. ADHD
 - 1.3.3.3. High Intellectual Potential
 - 1.3.3.4. Late Incorporation into the Educational System
 - 1.3.3.5. Personal or School History Conditions
 - 1.3.3.6. Students with SEN
- 1.3.4. Organization of the Educational Response for this Student Body
- 1.3.5. Main SEN by Areas of Development of the Students with Special Education Needs
- 1.4. Students with High Abilities
 - 1.4.1. Models Definition
 - 1.4.2. Precocity, talent and giftedness
 - 1.4.3. Identification and SEN
 - 1.4.4. Educational Response
 - 1.4.4.1. Acceleration
 - 1.4.4.2. Grouping
 - 1.4.4.3. Enrichment Programs
 - 1.4.4.4. Ordinary Measures Center
 - 1.4.4.5. Ordinary Measures Classroom
 - 1.4.4.6. Extraordinary Measures
- 1.5. Inclusion and multiculturalism
 - 1.5.1. Conceptualization
 - 1.5.2. Strategies to Respond to Multi-culturality
 - 1.5.2.1. Classroom Strategies
 - 1.5.2.2. Internal and External Classroom Support
 - 1.5.2.3. Adequacy to the Curriculum
 - 1.5.2.4. Organizational Aspects
 - 1.5.2.5. Center-Environment Cooperation
 - 1.5.2.6. Collaboration from the Institution
- 1.6. Cooperative Learning
 - 1.6.1. Theoretical Basis/Approaches
 - 1.6.1.1. Socio-Cognitive Conflict
 - 1.6.1.2. Conceptual Controversies
 - 1.6.1.3. Help Between Schoolchildren
 - 1.6.1.4. Interaction and Cognitive Processes
 - 1.6.2. Cooperative Learning
 - 1.6.2.1. Concept
 - 1.6.2.2. Features
 - 1.6.2.3. Components
 - 1.6.2.4. Advantages
 - 1.6.3. Training of the Teaching Staff
 - 1.6.4. Cooperative Learning Techniques
 - 1.6.4.1. Jigsaw Technique
 - 1.6.4.2. Team Learning
 - 1.6.4.3. Learning Together
 - 1.6.4.4. Group Research
 - 1.6.4.5. Co-op
 - 1.6.4.6. Guided or Structured Cooperation
- 1.7. Coeducation
 - 1.7.1. What is Meant by Coeducation?
 - 1.7.1.1. Homophobia
 - 1.7.1.2. Transphobia
 - 1.7.1.3. Gender-Based Violence
 - 1.7.1.4. How to work on equality in the classroom (prevention from the classroom)
- 1.8. The Social Climate in the Classroom
 - 1.8.1. Definition
 - 1.8.2. Influencing Factors
 - 1.8.2.1. Social Factors
 - 1.8.2.2. Economic factors
 - 1.8.2.3. Demographic Factors
 - 1.8.3. Key Agents
 - 1.8.3.1. The Role of the Teacher
 - 1.8.3.2. The Role of the Student
 - 1.8.3.3. The Importance of Families
 - 1.8.4. Assessment
 - 1.8.5. Intervention Programs

04

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.



05

Certificate

The Postgraduate Certificate in Educational System as an Area of Social Exclusion for Psychologists 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 Educational System as an Area of Social Exclusion for Psychologists** 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 Educational System as an Area of Social Exclusion for Psychologists**

Official N° of Hours: **150 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development language
virtual classroom



Postgraduate Certificate Educational System as an Area of Social Exclusion for Psychologists

- » Modality: online
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- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate

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