

Postgraduate Certificate

Organizational Development of Guidance in Schools



Postgraduate Certificate Organizational Development of Guidance in Schools

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-certificate/organizational-development-guidance-schools

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 22

06

Certificate

p. 30

01

Introduction

The creation of a protocol for guidance in schools must be structured to take into account all the relevant considerations for student support, from the most practical to the most direct. This program is the most complete tool in this field. An intensive tour through the knowledge necessary to perform this task successfully.





“

A complete learning experience allowing the immediate use of what you have learned to efficiently organize guidance in Schools”

The resources that the professionals will find in this Postgraduate Certificate will allow them to obtain better results in the medium and long term both in the vocational decision and in the preparation for the working life of their students.

Both the activities proposed and the innovative approaches to guidance will enable students to enhance their professional skills and improve departmental results.

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

This is a 100% online program, where the student will be able to find information that will allow them to explore models and techniques for student guidance within educational centers.

A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This **Postgraduate Certificate in Organizational Development of Guidance in Schools** contains the most complete and up-to-date program on the market.

Its most outstanding features are:

- ♦ The development of 100 practical cases presented by experts in Organizational Development of Guidance in Schools
- ♦ 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
- ♦ The latest developments in detection and intervention for Organizational Development of Guidance in Schools
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Special emphasis on evidence-based methodologies for Organizational Development of Guidance in Schools
- ♦ 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



A program created for professionals like you, who seek excellence within the professional field"

“

Incorporate the latest ways to manage and organize intervention from the guidance department with this comprehensive program"

The teaching staff is made up of professionals from the field of Organizational Development of Guidance in Schools, who bring their experience to this program, in addition to renowned specialists belonging to leading societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system developed by recognized experts in the field of Organizational Development of Guidance in Schools and with great teaching experience.

This program makes the difference between a professional with a lot of knowledge and a professional who knows how to apply it in the daily practice of their profession.

A complete program that will propel you to the highest levels of competence in this area.



02

Objectives

The program objectives have been designed to meet needs of psychologists, and provide them with effective professional development. Additionally, the program will allow the professional to acquire new techniques and skills for professional practice, and result in personal growth which will facilitate work with students.





“

The goal of this program is to equip you with up-to-date information so that you can identify opportunities for organizational development within the guidance department, thus helping students within schools"



General Objectives

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





Specific Objectives

- Learn about the latest classroom trends in vocational and career guidance with effective and practical resources
- Specialize in various inclusion techniques for different individual profiles

“

A highly intensive Postgraduate Certificate that will allow you to update your knowledge with the most interesting study methods available"

03

Course Management

The teaching staff is made up of leading specialists in Organizational Development of Guidance in Schools, who bring their professional experience to this program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



“

Learn from reference professionals, the latest advances in procedures in the field of Organizational Development of Guidance in Schools”

Management



Ms. Jiménez Romero, Yolanda

- ◆ Psychopedagogue specialized in Neurolinguistics
- ◆ Educational Psychologist
- ◆ Degree in Primary Education with English
- ◆ Master's Degree in Educational Psychologist
- ◆ Master's Degree in Neuropsychology of High Intellectual Abilities
- ◆ Master's Degree in Emotional Intelligence
- ◆ Specialized Teacher in High Intellectual Ability
- ◆ Co-director, Author and Teacher in Different University Educational Projects



Professors

Ms. García Camarena, Carmen

- ♦ Manager of Step by Step, a vocational guidance company for all professional stages
- ♦ Psychologist and Master's Degree in Business Administration, CAP at the Alfonso X el Sabio University
- ♦ Specialization in FOL and Master's Degree in HR and group techniques
- ♦ Creator of a methodology adapted to high school stages

Mr. Maroto, José María

- ♦ Computer Engineer
- ♦ Consultant specialized in Coaching, Change Management, Motivation, Emotional Intelligence and Leadership. Professor specialized in Innovation and BigData processes
- ♦ Expert in learning, lecturer and writer of articles and publications related to his areas of expertise

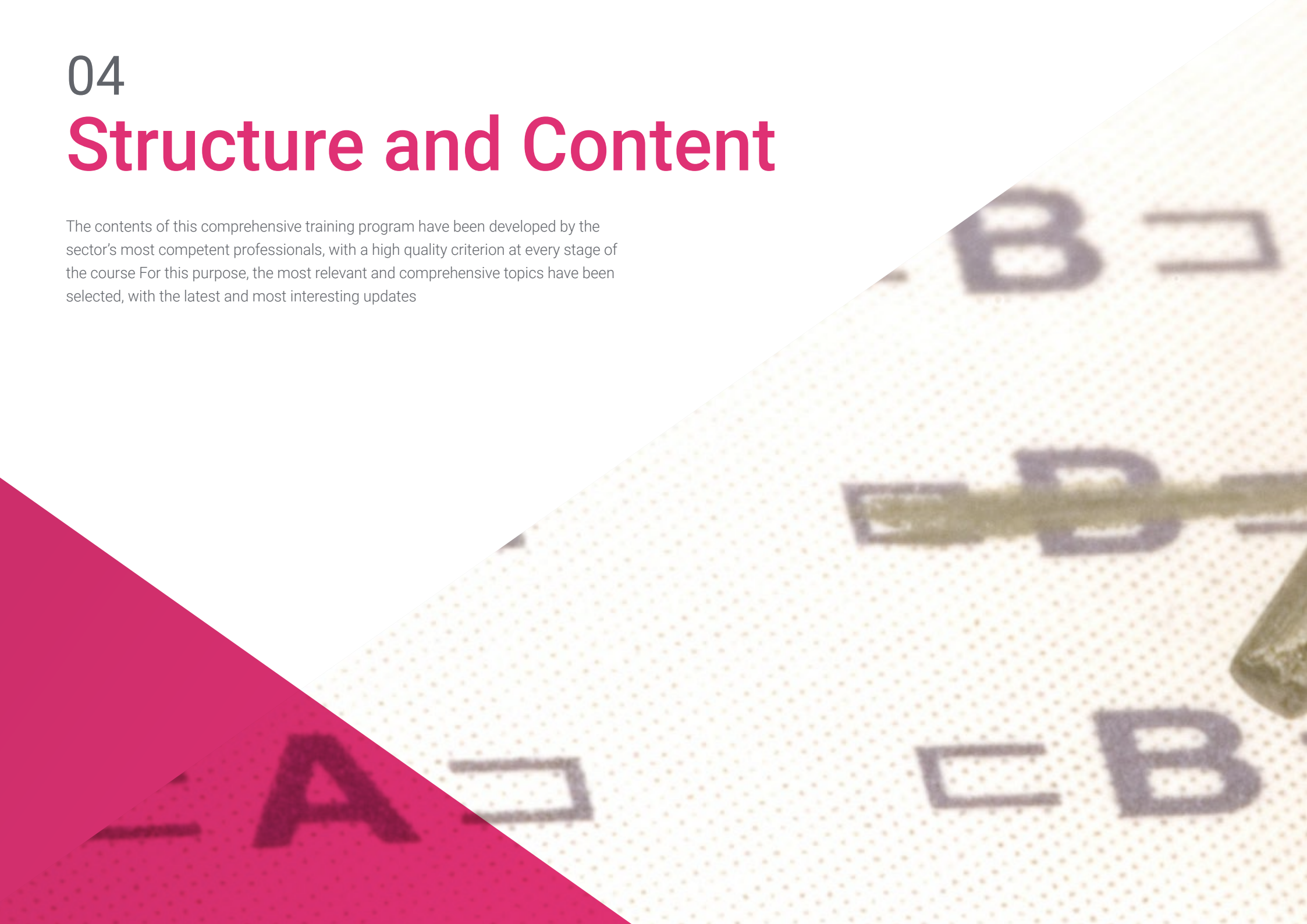
“

Our teaching team will provide you with all their knowledge so that you are up to date with the latest information on the subject"

04

Structure and Content

The contents of this comprehensive training program have been developed by the sector's most competent professionals, with a high quality criterion at every stage of the course. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.





“

An intensively structured educational approach, in such a way that you achieve your learning goals consistently and effectively”

Module 1. Organizational Development of Guidance in Schools

- 1.1. The Educational Center as an Area of Guidance Intervention
 - 1.1.1. The School as an Educational Organization: The Theory of School Organization.
 - 1.1.2. Main Theories and Authors on School Organization (I): Classical Authors
 - 1.1.3. Main Theories and Authors on School Organization (II): Current Perspectives
 - 1.1.4. Culture and Organization of Schools
 - 1.1.5. Decision-Making Bodies in Schools.
 - 1.1.6. The Center and the Classroom as Systems of Relationships
 - 1.1.7. The School as a Community and as a Common Project
 - 1.1.8. The Organizational Documents of the School
 - 1.1.9. Guidance in the Center's Educational Project
 - 1.1.10. Relevance of the Academic and Vocational Guidance Plan
- 1.2. Organizational Structures of Guidance in Schools
 - 1.2.1. Main Organizational Structures of School Guidance
 - 1.2.2. Organization of School Guidance in Early Childhood Education
 - 1.2.3. Organization of School Guidance in Primary Education
 - 1.2.4. Organization of School Guidance in Secondary Education
 - 1.2.5. Organization of the Educational Guidance in University Education
 - 1.2.6. Organization of Educational Guidance in Adult Education Centers
 - 1.2.7. Organization of Educational Guidance in Special Education
 - 1.2.8. Organization of School Guidance in Special Education Centers and Occupational Training Centers
 - 1.2.9. Organization of Guidance
- 1.3. Role and Position of Guidance Professionals in Schools
 - 1.3.1. The Systemic Approach in the Educational Sphere: The Center as a System
 - 1.3.2. Role and Position: The Counselor's Place in a School
 - 1.3.3. The Paradoxical Situation of the Guidance Counselor in the Educational Center
 - 1.3.4. The Magician without Magic (I): Towards an Operational Strategy for the School Counselor
 - 1.3.5. The Magician without Magic (II): Casuistic Exemplification of the Selvini Palazzoli Working Group
 - 1.3.6. The Magician without Magic (III): Current Case Exemplification
 - 1.3.7. The Educational Model of Guidance and the Collaborative Relationship
 - 1.3.8. Collaborative Strategies in School Counseling: Joint Problem-Solving
 - 1.3.9. From My Standpoint (I): Why Is a Systemic Approach Important in Educational Guidance?
 - 1.3.10. From my Place (II): I Like Being a Counselor
- 1.4. Vocational and Professional Guidance within the Functions of School Guidance
 - 1.4.1. Academic and Vocational Fields: A Continuum Throughout Schooling
 - 1.4.2. Fundamental Principles in Academic and Career Guidance
 - 1.4.3. Roles of the School Counselor related to Vocational and Professional Guidance
 - 1.4.4. Educational and Professional Guidance Planning
 - 1.4.5. Intervention Strategies in Educational and Professional Guidance
 - 1.4.6. Can the School Report and the Psycho-Pedagogical Assessment Act as Educational and Vocational Guidance Measures?
 - 1.4.7. Support in the Selection of Educational and Vocational Pathways in Compulsory Schooling
 - 1.4.8. Guidance Counseling as a Vocational Counseling Report
 - 1.4.9. Other Functions of the School Counselor
 - 1.4.10. The Place of Vocational and Professional Guidance within the Functions of School Guidance
- 1.5. Towards a Curriculum for Vocational and Professional Guidance in the School Environment
 - 1.5.1. Let's Build Vocations from the School Environment
 - 1.5.2. The Educational Counselor as a Curator of Relevant Content in Vocational and Professional Guidance
 - 1.5.3. Tools for the Curation of Content Related to Vocational and Professional Guidance
 - 1.5.4. Students' Concerns and Interests in Vocational and Career Guidance
 - 1.5.5. Towards a School Curriculum on Vocational Guidance (I): Objectives
 - 1.5.6. Towards a School Curriculum on Vocational Guidance (II): Contents
 - 1.5.7. Towards a School Curriculum on Vocational Guidance (III): Key Competencies
 - 1.5.8. Towards a School Curriculum on Vocational Guidance (IV): Standards and Assessment Criteria
 - 1.5.9. The Vocational Guidance Curriculum within the Tutoring Role
 - 1.5.10. Vocational and Professional Guidance as Cross-Cutting Content
 - 1.5.11. Spaces and Times for Guidance in the School Day



- 1.6. From Educational Pathways to Professional Pathways: Developing a Professional Life Project
 - 1.6.1. Accompanying Our Students to Find their 'Ikigai'
 - 1.6.2. Accompaniment in Self-Knowledge (I): Self-Concept
 - 1.6.3. Accompaniment in Self-Knowledge (II): Self-Competence and Self-Esteem
 - 1.6.4. Accompaniment in the Search and Knowledge of the Educational Offer (I): Itineraries and Modalities
 - 1.6.5. Accompaniment in the Search and Knowledge of the Educational Offer (II): Certificates
 - 1.6.6. Accompaniment in the Search and Knowledge of the Educational Offer (III): Study Plans
 - 1.6.7. Accompaniment in the Search and Knowledge of the Professional Offer (I): Qualifications
 - 1.6.8. Accompaniment in the Search and Knowledge of the Educational Offer (II): Professional Competencies
 - 1.6.9. Accompaniment in Making Vocational Decisions
 - 1.6.10. Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Students' Vocation or Future Profession
- 1.7. Building of Educational and Vocational Guidance Plan
 - 1.7.1. Introduction of Educational and Vocational Guidance Plan
 - 1.7.2. Basic Principles of the Introduction of Educational and Vocational Guidance Plan
 - 1.7.3. Objectives of the Educational and Vocational Guidance Plan
 - 1.7.4. Activities and Timing of the Educational and Vocational Guidance Plan
 - 1.7.5. Bibliographic Resources to Carry Out the Educational and Vocational Guidance Plan
 - 1.7.6. Digital Resources to Carry Out the Educational and Vocational Guidance Plan
 - 1.7.7. Audiovisual Resources to Carry Out the Educational and Vocational Guidance Plan
 - 1.7.8. Human Resources to Carry Out the Educational and Vocational Guidance Plan
 - 1.7.9. Examples for Improvement of the Educational and Vocational Guidance Plan
 - 1.7.10. Examples of Good Practices in Educational and Vocational Guidance Plan

- 1.8. Vocational and Professional Guidance Activities in the Educational Center
 - 1.8.1. Classroom Activities (I): Research and Presentation of Information
 - 1.8.2. Classroom Activities (II): Involvement of Extracurricular Experts in the Classroom
 - 1.8.3. Classroom Activities (III): Thematic Units Within a Subject
 - 1.8.4. Extracurricular Activities (I): Vocational Choice Portfolio
 - 1.8.5. Extracurricular Activities (II): Guidance Days
 - 1.8.6. Extracurricular Activities (III): Projects and Companies
 - 1.8.7. Extracurricular Activities (IV): Simulation Games
 - 1.8.8. Extracurricular Activities (V): Service Learning
 - 1.8.9. Coordinated Activities: Sponsors of Vocational Selection
 - 1.8.10. Other Vocational and Professional Guidance Activities in the Educational Center
- 1.9. Complementary Activities Outside the School to Work on Vocational and Professional Guidance
 - 1.9.1. Exploration of Family Members' Jobs
 - 1.9.2. Visit to Companies
 - 1.9.3. Shadowing: Professional for a Day
 - 1.9.4. Internships in Companies
 - 1.9.5. Job Fairs
 - 1.9.6. Educational Cooperation Programs
 - 1.9.7. Visit to the Employment Office or Local Employment Services
 - 1.9.8. Visits to Professional Associations
 - 1.9.9. Visits to Universities and Other Educational Centers
 - 1.9.10. Visits to Museums and Exhibitions
 - 1.9.11. Other Complementary Actions Outside the School to Work on Vocational and Professional Guidance
- 1.10. Assessment and Improvement of the Educational and Professional Guidance Plan
 - 1.10.1. Change, Innovation and Improvement in Guidance
 - 1.10.2. Who Assesses the Educational and Professional Guidance Plan? Hetero-Assessment, Co-Assessment and Self-Assessment



- 1.10.3. Formative or Summative Assessment of the Educational and Professional Guidance Plan?
- 1.10.4. What Indexes Can Assess the Effectiveness of the Educational and Professional Guidance Plan
- 1.10.5. Checklists for the Educational and Professional Guidance Plan
- 1.10.6. Rubrics to Assess the Educational and Professional Guidance Plan
- 1.10.7. Targets to Assess the Educational and Professional Guidance Plan
- 1.10.8. Surveys and Written Forms to Assess the Educational and Professional Guidance Plan
- 1.10.9. Surveys and Digital Forms to Assess the Educational and Professional Guidance Plan
- 1.10.10. The Vocational Portfolio as an Assessment of Educational and Professional Guidance Plan



A unique, key, and decisive educational 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.



“

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.

“

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

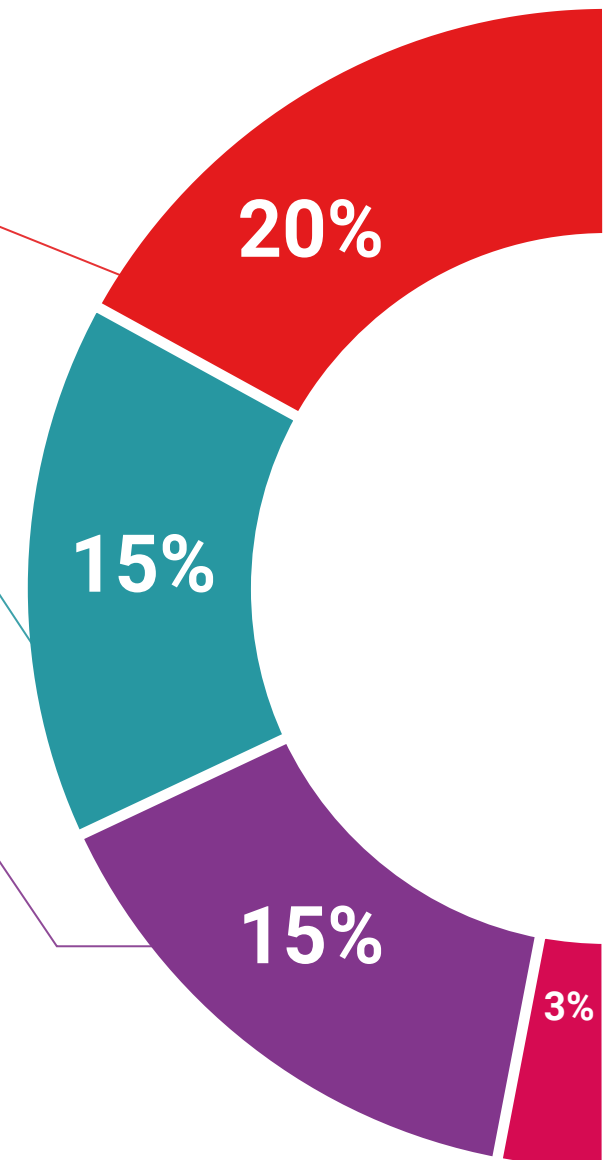
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

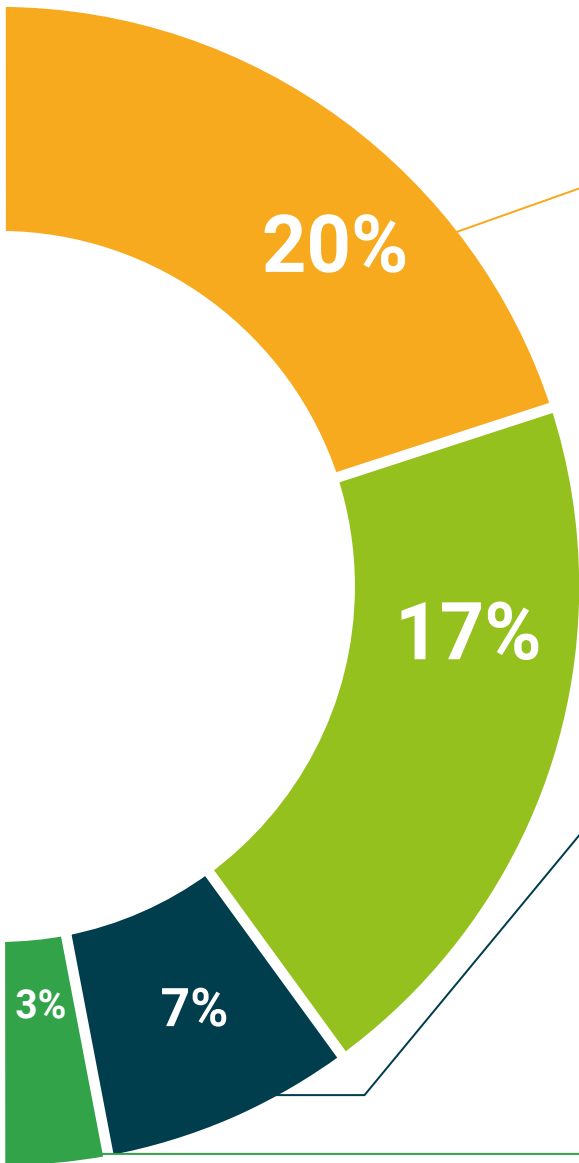
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Organizational Development of Guidance in Schools guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



“

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

This program will allow you to obtain your **Postgraduate Certificate in Organizational Development of Guidance in Schools** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Organizational Development of Guidance in Schools**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University 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
development languages
virtual classroom



Postgraduate Certificate Organizational Development of Guidance in Schools

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate

Organizational Development of Guidance in Schools