Postgraduate Diploma

Career Guidance for Inclusion

tech global university

tech global university

Postgraduate Diploma

Career Guidance for Inclusion

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-career-guidance-inlusion**

Index

01 Introduction p. 4

02 Objectives p. 8

03 Course Management p. 12

04 Structure and Content p. 16

05 Methodology p. 26

06 Certificate p. 34

01

Introduction

Diversity is a reality that requires specific attention to achieve full inclusion. On entering the world of work, guidance becomes a very important means of support that can determine success or failure. In this program TECH presents the most relevant advances in Career Guidance for Inclusion. It will enable professionals to identify the unique characteristics of these special students.

Drive real inclusion with the ability to work effectively in career guidance"

Supporting, guiding and encouraging diverse students in determining their vocation or career direction is a complex task that requires the most comprehensive knowledge in this area.

This Postgraduate Diploma will allow professionals to open up different approaches and guidance models, new ideas and resources that can be accessed quickly and easily. Acquire new skills for the classroom and a new perspective on how to approach guidance for inclusion.

The resources found in the program will allow professionals to obtain better medium and long term results, supporting both vocational decisions and the preparation of students for working life.

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 **Postgraduate Diploma in Career Guidance for Inclusion** contains the most complete and up-to-date program on the market. The most important features include:

- The development of 100 practical cases presented by experts in Career Guidance for Inclusion
- 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 in detection and intervention in Career Guidance for Inclusion
- 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 in Career Guidance for Inclusion
- 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 world-class Postgraduate Diploma that will help you understand and shape the potential of students with special characteristics"

Boost your competitiveness with this Postgraduate Diploma and place yourself at the forefront of the labor market. Furthermore, you will be able to help students with special characteristics"

Get the skills you need to become an invaluable support for your students with functional diversity.

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

The teaching staff includes professionals from the field of Career Guidance, who bring their experience to this program, as well as renowned specialists from prestigious universities and leading societies.

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, professionals will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of Career Guidance for Inclusion with extensive teaching experience.

02

Objectives

The program objectives act as a guide for its development, with the specific mission of providing students with up-to-date and extensive information that will enable them to further their careers within a global framework. This will allow them to shape their capabilities and improve your skills to meet the challenges they will face in the professional environment.

A complete Postgraduate Diploma, which will allow you to learn how provide career guidance for inclusion, using the latest intervention tools"

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

A highly intensive Postgraduate Diploma that will help you to support students with profiles that are different and sometimes stigmatized by society"

Specific Objectives

Module 1. Organizational Development of Guidance in Schools

- 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

Module 2. Development of Professional Skills in Career Guidance

- Identify the challenges ahead for the future development of the different skills
- Develop the different skills and see their impact for the profession

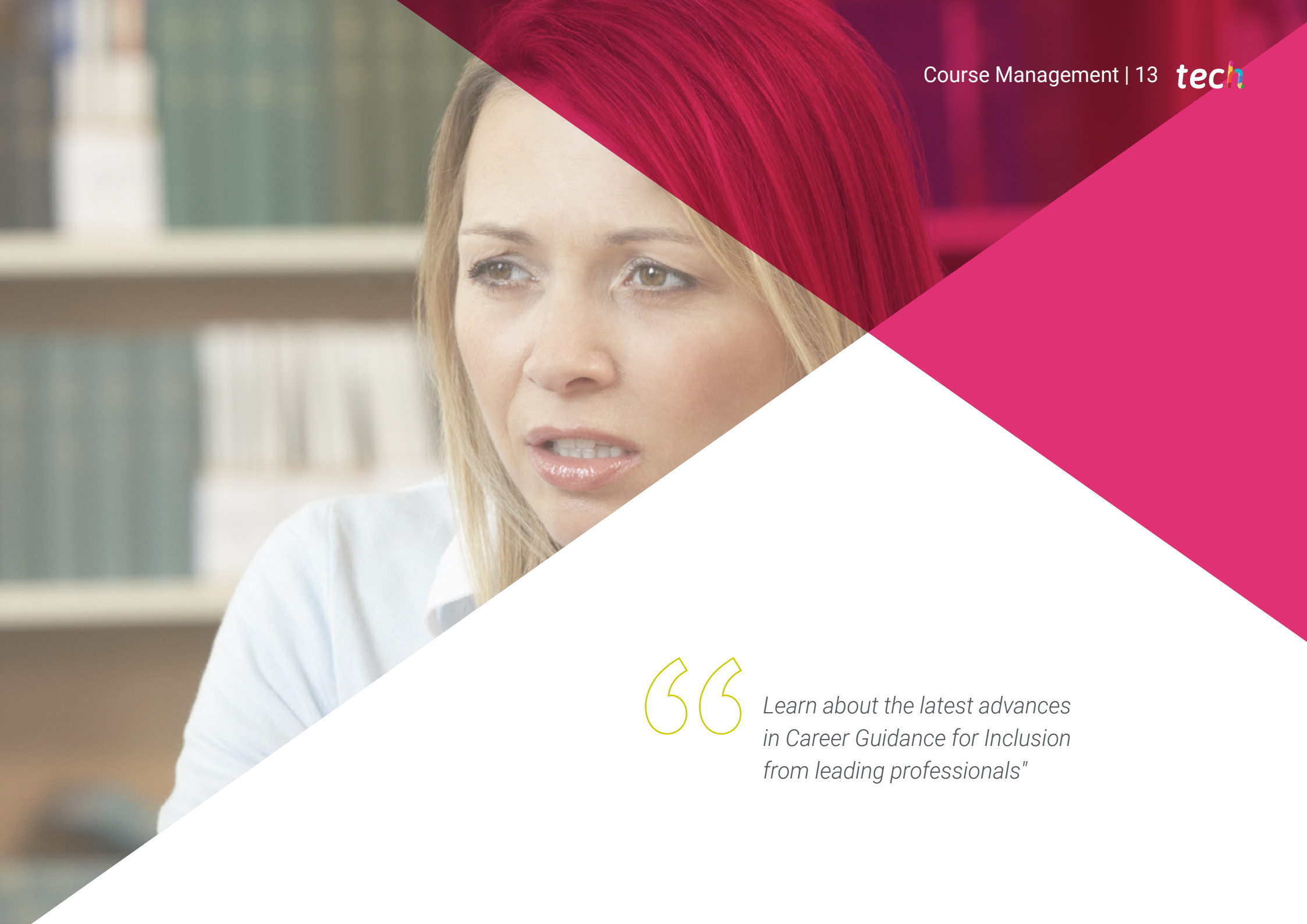
Module 3. Guidance for Inclusion Vocational and Professional Guidance for Inclusion

- Create guidance processes without discriminating students
- Be clear that the different professions do not discriminate on the basis of gender, ethnicity or religion, which generates inclusion

03

Course Management

The program includes in its teaching staff reference specialists in career guidance for inclusion, who bring to this training the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



Learn about the latest advances in Career Guidance for Inclusion from leading professionals"

Management

Ms. Jiménez Romero, Yolanda

- Psychopedagogist 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 It should be noted that the topics will be presented with audiovisual material, complementary readings and practical exercises, in order to enrich the professional's learning.

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 (POAP)

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 Career 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

Module 2. Development of Professional Skills in Career Guidance

2.1. Employability Model
- 2.1.1. Current Economic Context
- 2.1.2. Employment in the 21st Century
- 2.1.3. Self-Knowledge
- 2.1.4. The Vision
- 2.1.5. The mission
- 2.1.6. Definition of Objectives
- 2.1.7. New Work Models
- 2.1.8. Roadmap
- 2.1.9. Personal Brands

2.2. Development of Competencies
- 2.2.1. Characteristics of the Competencies
- 2.2.2. Capabilities, Skills and Competencies
- 2.2.3. Competencies that will be in Demand in the 21st Century
- 2.2.4. Personal Competencies
- 2.2.5. Professional Competencies
- 2.2.6. Competency Training
- 2.2.7. Maturity Levels of a Competency
- 2.2.8. Assessment of Competencies (Indicators)

2.3. Collaborative Work
- 2.3.1. Teamwork
- 2.3.2. Characteristics of Collaborative Work
- 2.3.3. The Power of Teamwork
- 2.3.4. Structures and Models for Collaborative Work
- 2.3.5. Communities of Practice
- 2.3.6. Tools for Collaborative Work
- 2.3.7. Empathy
- 2.3.8. Assertiveness
- 2.3.9. Trust
- 2.3.10. Self-Organized Teams

2.4. Project Work
- 2.4.1. Work Models
- 2.4.2. Results Oriented
- 2.4.3. Organization of Work
- 2.4.4. Project definition
- 2.4.5. Project Life Cycle
- 2.4.6. Project Management
- 2.4.7. The Figure of the Project Manager
- 2.4.8. Methodologies for Project Management
- 2.4.9. Difference between Project Development and Product Development
- 2.4.10. Product Design and Creation

2.5. Communication.
- 2.5.1. Basic Characteristics of Communication
- 2.5.2. Effective Communication
- 2.5.3. Active Listening
- 2.5.4. Intrapersonal Communication
- 2.5.5. Interpersonal Communication
- 2.5.6. Online Interpersonal Communication (e-mail, Social Networks)
- 2.5.7. Effective Presentations
- 2.5.8. Visual Communication
- 2.5.9. Body Communication (Non-Verbal Language)
- 2.5.10. Speaking in Public

2.6. Adaptation to Change
- 2.6.1. Context and Basic Concepts
- 2.6.2. Main Characteristics of Adaptation to Change
- 2.6.3. Unlearning to Relearn
- 2.6.4. Flexibility and Versatility
- 2.6.5. Change Management Process
- 2.6.6. Factors Favoring Adaptation to Change
- 2.6.7. Negative Factors or Factors that do not Help Adaptation to Change
- 2.6.8. Comfort Zone
- 2.6.9. The Everett Rogers Curve
- 2.6.10. Moore's Law

2.7. Business Models
- 2.7.1. Definition and Fundamental Concepts
- 2.7.2. Business Canvas I
- 2.7.3. Business Canvas II
- 2.7.4. Examples of Business Model
- 2.7.5. Innovation
- 2.7.6. Innovative Business Models
- 2.7.7. Basic Organizational Models

2.8. Entrepreneurship
- 2.8.1. Personal Business Models
- 2.8.2. Startups
- 2.8.3. Strategic Business Planning
- 2.8.4. Lean Canvas
- 2.8.5. Lean Startup Method
- 2.8.6. Internet Strategy (Digital Business, Digital Marketing)
- 2.8.7. Entrepreneurship Skills
- 2.8.8. Social Entrepreneurship
- 2.8.9. Corporate Enterprise
- 2.8.10. The Concept of Added Value

2.9. Leadership.
- 2.9.1. What is Leadership?
- 2.9.2. What Does It Take to Be a Leader?
- 2.9.3. Types of Leadership
- 2.9.4. Self-Leadership
- 2.9.5. Mindfulness
- 2.9.6. Tribes
- 2.9.7. Followers
- 2.9.8. Feedback
- 2.9.9. Coaching
- 2.9.10. Emotional Intelligence

2.10. Creativity Development
- 2.10.1. Fundamental Concepts
- 2.10.2. Factors that Favor the Development of Creativity
- 2.10.3. Factors that do not Favor Creativity
- 2.10.4. Lateral Thinking
- 2.10.5. Exploration and Management of Ideas
- 2.10.6. Development and Monitoring of Ideas
- 2.10.7. Divergent Thinking
- 2.10.8. Convergent Thinking

Module 3. Guidance for Inclusion Career Guidance for Inclusion

3.1. Theoretical Framework: The Concept of Diversity, Inclusion and Inclusive Guidance
- 3.1.1. From Special Education to Diversity Care
- 3.1.2. From Attention to Diversity to Inclusive Education
- 3.1.3. Attention to Diversity within the Framework of the European Union
- 3.1.4. Concept of Diversity from an Employability Perspective
- 3.1.5. Concept of Educational and Labor Inclusion
- 3.1.6. Educational Legislation in Spain with Respect to Educational Inclusion BORRAR
- 3.1.7. Inclusive Guidance, a Lifelong Process
- 3.1.8. Inclusive Guidance, School, Work and the Environment
- 3.1.9. Inclusive Guidance, Differentiated Needs
- 3.1.10. Keys for Inclusive Guidance

3.2. Knowledge of the Different Diversity Profiles for Guidance
- 3.2.1. The Educational Response to Diversity
- 3.2.2. Curricular Adaptations for Obtaining the Compulsory High School Diploma
- 3.2.3. Understanding the Diversity of Cognitive, Emotional and Affective Processes on which Learning is Based
- 3.2.4. Diversity and Educational Inclusion Plan
- 3.2.5. Students with Attention Deficit and Hyperactivity Disorder
- 3.2.6. Students with Autism Spectrum Disorder
- 3.2.7. Students with Learning Difficulties (Dyslexia, Dysorthography etc.)
- 3.2.8. Students with Intellectual Disabilities
- 3.2.9. Students with Mental Disorders
- 3.2.10. Students with Sensory Disabilities

3.3. Functional Diversity as Seen from its Potential
- 3.3.1. Definition of Functional Diversity
- 3.3.2. Types of Functional Diversity
- 3.3.3. Identity and Intellectual Functional Diversity
- 3.3.4. Inclusive Education and Higher Education from the Point of View of Students with Functional Diversity

3.3.5. Socio-Occupational Training of Students with Functional Diversity
3.3.6. Indicators to Identify the Potential of People with Functional Diversity
3.3.7. Labor Inclusion of People with Functional Diversity
3.3.8. Professional Guidance for Students with Functional Diversity in University

3.4. General Vocational Guidance Protocols for Students with a Range of Difficulties: ADHD, ASD, Dyslexia etc.
3.4.1. Pre-Vocational Initiation
3.4.2. Vocational Decision and Involvement
3.4.3. Vocational Decision Processes
3.4.4. Difficulty and Pressure
3.4.5. Professional Counseling
3.4.6. Market Knowledge
3.4.7. Decision-Making Strategies
3.4.8. Facilitating Self-Awareness and the Ability to Make Choices
3.4.9. Provide Information to Trainee and Families
3.4.10. Encourage Personal Interests

3.5. Tools for Inclusive Guidance
3.5.1. How to Guide People with Learning Difficulties
3.5.2. Professional Guidance for People with Specific Educational Support Needs (ASD, ADHD, Dyslexia etc.)
3.5.3. Professional Guidance for People with Intellectual Functional Diversity
3.5.4. Professional Guidance for People with Sensory Functional Diversity
3.5.5. Professional Guidance for People in Conditions of Social Vulnerability
3.5.6. Professional Guidance for People with Mental Disorders
3.5.7. Curriculum Development in Response to Diversity
3.5.8. The Job Interview for People with Functional Diversity
3.5.9. Professional Fields
3.5.10. Vocational Groups

3.6. Educational Offers and Educational and Professional Itineraries, Taking Diversity into Account
3.6.1. Educational and Vocational Pathways to Guide People with Difficulty
3.6.2. Programs for Learning and Performance Enhancement
3.6.3. Reinforcement Programs in High School
3.6.4. Professional Qualification Programs
3.6.5. Youth Guarantee Programs
3.6.6. Occupational Training for People with Functional Diversity
3.6.7. Special Employment Center
3.6.8. Occupational Center

3.7. Professional Guidance Program for Diversity in High School
3.7.1. Needs Assessment
3.7.2. Program Rationale
3.7.3. Program Objectives
3.7.4. Program Contents
3.7.5. Program Methodology
3.7.6. Program Resources
3.7.7. Program Timing
3.7.8. Program Assessment
3.7.9. Program Application
3.7.10. Program Summary

3.8. Job Search Program: Customized Employment for People with Functional Diversity
3.8.1. Customized Employment Concept
3.8.2. Customized Employment, the Evolution of Supported Employment
3.8.3. Labor Market
3.8.4. Guidance and Job Search Resources
3.8.5. Internet Employment
3.8.6. Job Skills
3.8.7. Social Skills
3.8.8. Planning Skills
3.8.9. Special Employment Centers
3.8.10. The Role of the Companies

3.9. Occupational Training Itineraries for Attention to Diversity
3.9.1. Unemployment of People with Disabilities
3.9.2. Vocational Training for Employment
3.9.3. Employment Workshops
3.9.4. Labor Market Integration of People with Disabilities
3.9.5. Labor Qualification of People with Disabilities
3.9.6. Occupational Integration Services
3.9.7. Pre-Job Training
3.9.8. Ongoing Training
3.9.9. Occupational Distance Training
3.9.10. Public Employment Services that Cater to Diversity

3.10. Case Study: Professional Guidance Program for a Student with ADHD and/or ASD
- 3.10.1. ASD Student
- 3.10.2. Educational Experience
- 3.10.3. Academic Guidance
- 3.10.4. Professional Guidance
- 3.10.5. Job Placement
- 3.10.6. Occupational and Ongoing Training
- 3.10.7. Student with ADHD
- 3.10.8. Educational Experience
- 3.10.9. Academic Guidance
- 3.10.10. Professional Guidance
- 3.10.11. Job Placement
- 3.10.12. Occupational and Ongoing Training

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.**

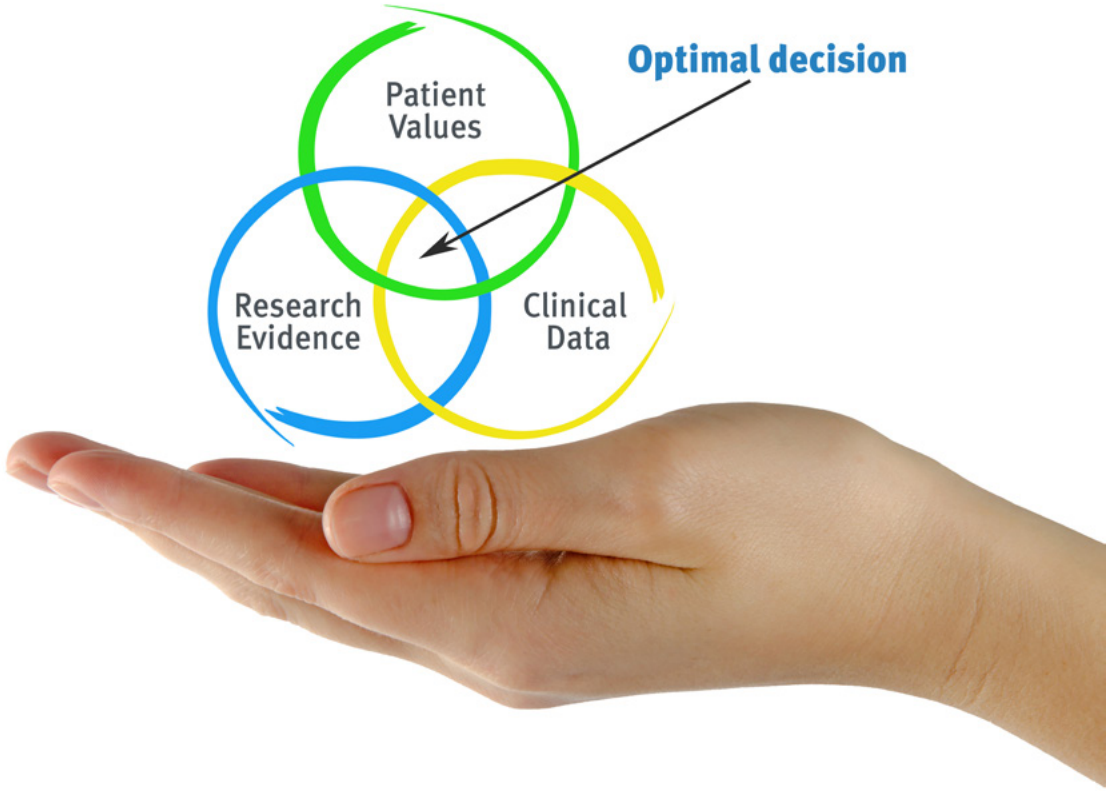
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

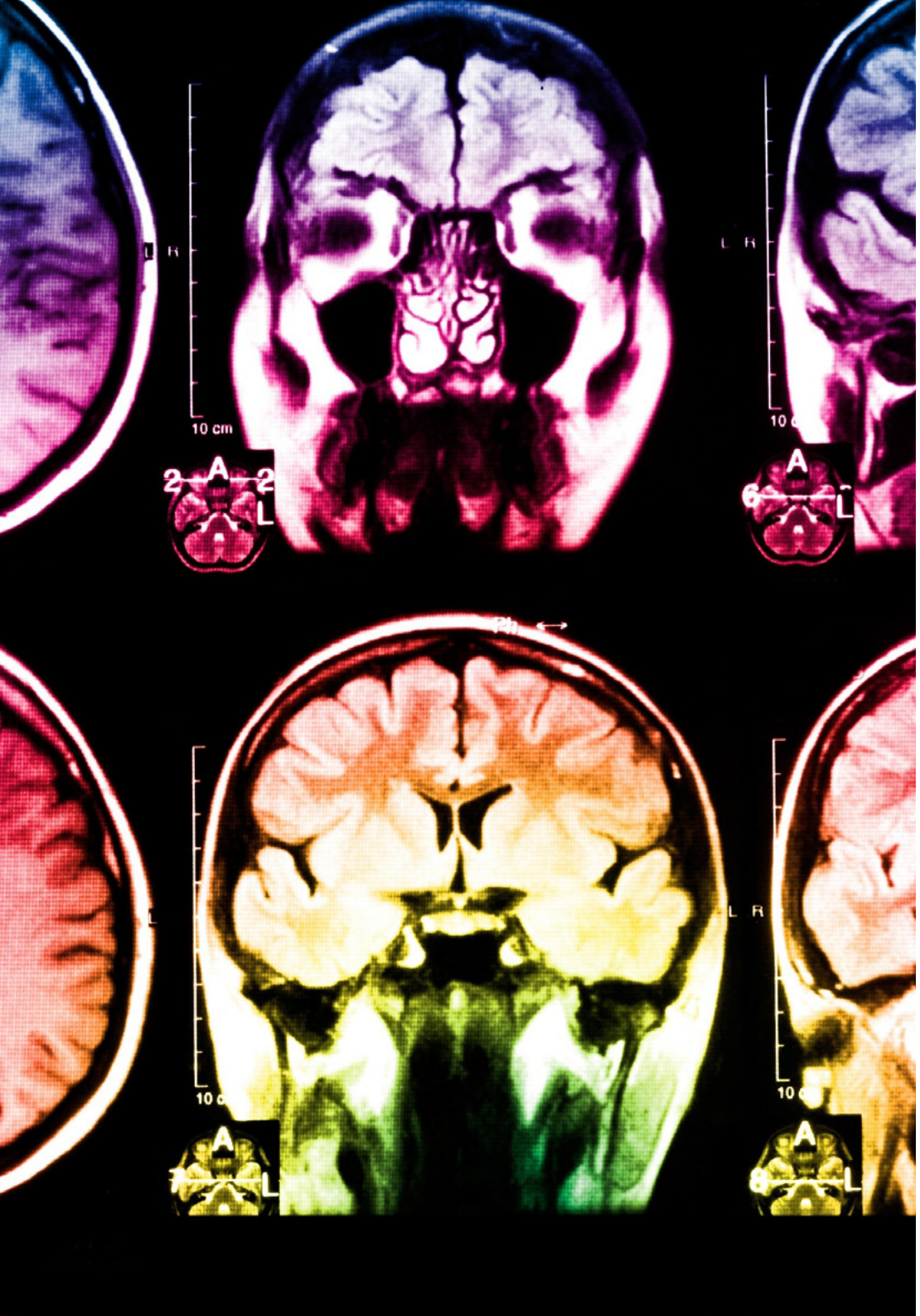
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate 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.

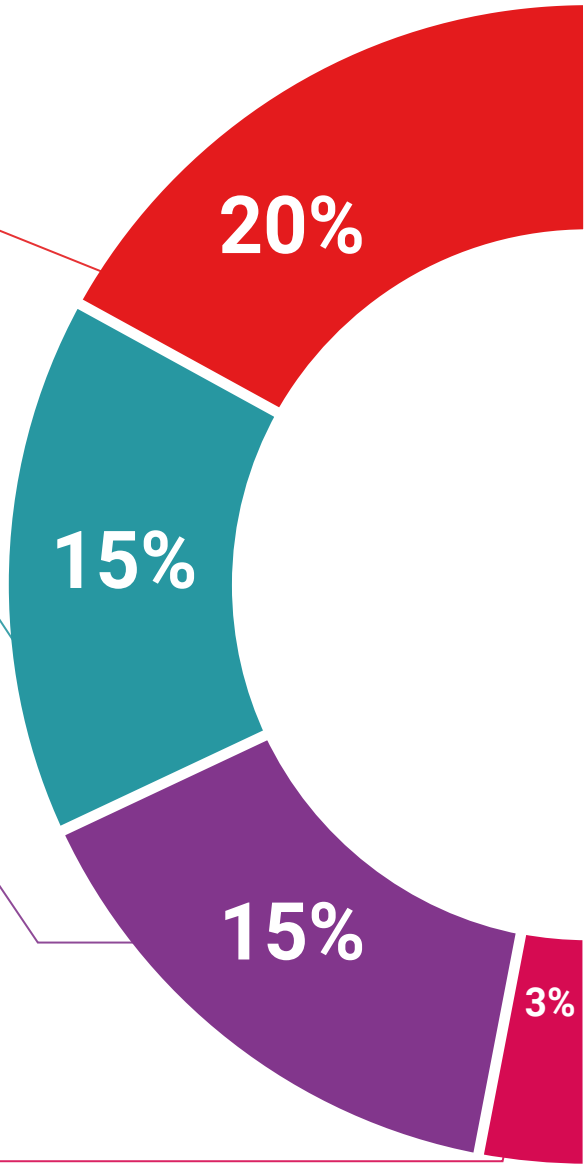
Interactive Summaries

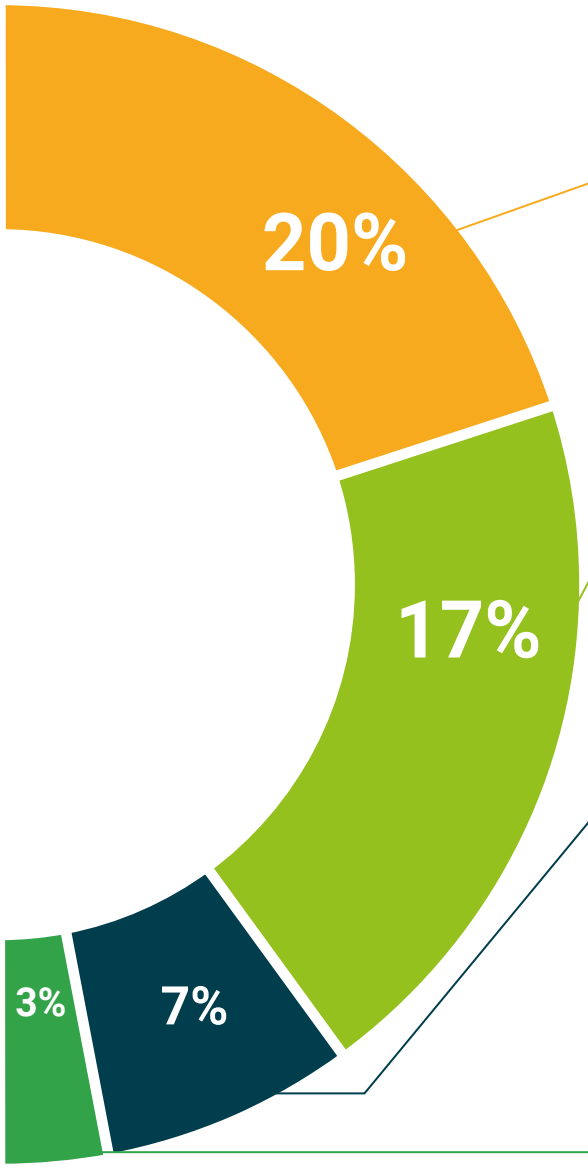
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Career Guidance for Inclusion guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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

This private qualification will allow you to obtain a **Postgraduate Diploma in Career Guidance for Inclusion** 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.

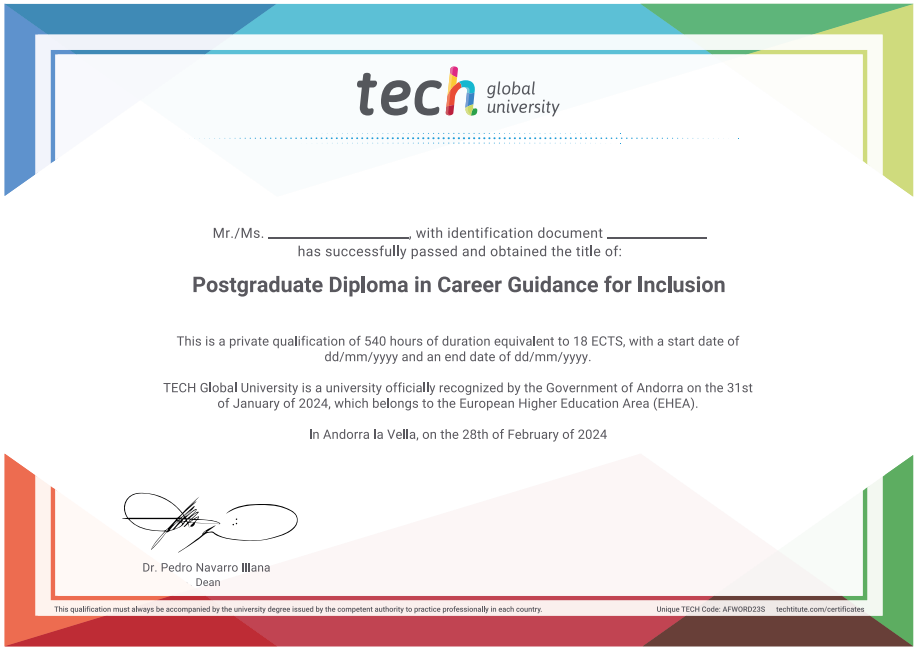
This TECH Global University private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Career Guidance for Inclusion**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Career Guidance for Inclusion

This is a private qualification of 540 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

tech global university

Postgraduate Diploma

Career Guidance for Inclusion

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma
Career Guidance for Inclusion

tech global university