

# Postgraduate Diploma Classroom Manipulation, Roles and Conflicts





## Postgraduate Diploma Classroom Manipulation, Roles and Conflicts

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-classroom-manipulation-roles-conflicts](http://www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-classroom-manipulation-roles-conflicts)

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01

# Introduction

There are many aspects of human interrelationships that the professional working with children and young people must handle in order to be able to intervene in a proactive and enriching way in any conflict situation. In this program we will unravel all the necessary aspects to be able to become a solid reference figure in the psychological system. As a result, after completing the training, the psychologists will be fully prepared to mediate in conflict situations in different environments with better guarantees of success, optimizing their professional profile.





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*Acquire the personal and professional tools necessary to intervene in conflict situations helping the classroom to thrive and grow emotionally and personally"*

This program offers a comprehensive view of conflict resolution in the classroom, as well as successful models of approach, providing tools, experiences and advances in this field, which have also been guaranteed by the faculty of the course, as all of them work in this field. Each psychologist will learn, based on professional experience, as well as evidence-based pedagogy, which makes the student's training more effective and accurate.

The skills that a mediator possesses are the same that the psychologist can cultivate, serving as a mediator between the patient and the learning process; their intention would be to encourage and facilitate this process so that the child or adolescent reaches their goal.

Mediation in the socio-educational system is emerging and capable of strengthening both in families and students a positive point of improvement so that the result is to allow both educational and human learning of the relationships that are established in this environment.

The perspective from the emerging psychological paradigm must be inclusive and must be based on a biopsychosocial model that contemplates attention to diversity from a comprehensive approach aimed at the entire educational community.

Psychologists, from the different educational stages, as well as related professions both in the educational and socio-health fields, need to know the characteristics of these students in order to identify their needs and have the knowledge and tools to intervene at a personal, socio-familial and, above all, educational level.

This program responds to this situation by providing the professional with the most up to date skills in classroom conflict management and attention to diversity in psychosocial contexts. Therefore, it will be able to adjust the plans of attention to diversity and the educational projects of the centers, as well as being able to design a mediation plan in various fields.

This **Postgraduate Diploma in Classroom Manipulation, Roles and Conflicts** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of different practical cases presented by experts in classroom mediation and conflict detection
- ♦ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments in mediation and conflict detection in the consulting room
- ♦ Its practical exercises where to perform the self-assessment process to improve learning
- ♦ Special emphasis on innovative methodologies in mediation and conflict detection in the consulting room
- ♦ 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 contextualized and real educational program that will allow you to put your learning into practice through new skills"*

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*A practical, real-world program that will give you the tools you need to help your patients and their families move forward from conflict in a positive and enriching way"*

Our teaching staff is made up of working professionals. In this way we ensure that we deliver the educational update we are aiming for. A multidisciplinary team of professors trained and experienced in different environments, who will develop the theoretical knowledge in an efficient manner, but, above all, will put at the service of the program the practical knowledge derived from their own experience: one of the differential qualities of this training.

This mastery of the subject is complemented by the effectiveness of the methodological design of this Postgraduate Diploma. Developed by a multidisciplinary team of e-Learning experts, it integrates the latest advances in educational technology. This way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need in your training.

The design of this program is based on Problem-Based Learning: an approach that views learning as a highly practical process. To achieve this remotely, we will use telepractice learning: with the help of an innovative interactive video system, and learning from an expert, you will be able to acquire the knowledge as if you were actually dealing with the scenario you are learning about. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

*This program comes with the best educational material, providing you with a contextual approach that will facilitate your learning.*

*This 100% online Postgraduate Diploma will allow you to balance your studies with your professional work while expanding your knowledge in this field.*



# 02

# Objectives

During this Postgraduate Diploma, the students will be able to follow a very complete path that will lead them to achieve their objectives in a progressive and constant manner. This program has been created to make goals attainable while maintaining a level of motivation that drives them to grow and improve from the beginning to the end of the training. All this will make it possible, at the end of the training, to be prepared to practice the profession as a psychologist with greater guarantees of success, having full knowledge of the manipulation, roles and conflicts in various socio-educational environments.





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*You will learn how to turn every conflict situation into an opportunity for growth for your patients”*



## General Objectives

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- ♦ Detect students who present characteristics compatible with behavioral and/or family difficulties that may predispose them to a need for mediation
- ♦ Use the main assessment tools, as well as the criteria to complete the process of identifying the specific educational needs that arise from this educational variability and may present behavioral problems
- ♦ Manage techniques and strategies for educational intervention, as well as for the orientation of the response in the different areas where there are behavioral problems in the classroom
- ♦ Manage conflict situations and maladaptive behaviors in the classroom, as well as to collaborate or promote integral programs within the educational project and the mediation plan in a center
- ♦ Value the active role of the psychologist in conflict resolution and mediation in the psychological context
- ♦ Encourage habits and behaviors that promote coexistence at school
- ♦ Make students aware of their active role and involvement in the recognition, avoidance and control of coexistence conflicts in the centers
- ♦ Detect and confront problems that lead to intolerance and violence





## Specific Objectives

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### Module 1. Validate Emotions and Discover Basic Emotions

- ◆ Be aware of the importance of instilling in the patient the notions of their motivations, which govern them and determine the way they act
- ◆ Become aware of how my past influences the day-to-day life of patients The backpack

### Module 2. Power Struggles Are a Maze

- ◆ Know how to identify manipulative behaviors in the environment
- ◆ Understand how power struggles work
- ◆ Recognize the roles involved in the power struggle
- ◆ Understand how to help patients out of power struggles

### Module 3. Conflict Phases

- ◆ Understand and know how to identify the phases a conflict goes through
- ◆ Learn how to set up phase transition aids

### Module 4. Roles in Conflict Resolution

- ◆ Understand the different ways to participate in a conflict
- ◆ Know how to arbitrate and cooperate in conflicts



*Boost your personal tools in conflict situations to a level of confidence that will allow you to grow as a psychologist"*

03

# Course Management

Within the concept of total quality of this Postgraduate Diploma, TECH is proud to put at your disposal a teaching staff of the highest level, chosen for their proven experience in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best that will catapult your professional career as a psychologist to the next level and allow you to train by learning from the best.





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*Put yourself in the hands of the best experts in mediation and conflict resolution at the psychological level and take a leap towards the front line in your profession"*

## Management



### Mr. Guardia, Enrique Alonso

- ♦ Avemarian Master
- ♦ Educational Coach
- ♦ Adolescent Technician
- ♦ Trainer of trainers in Active Teaching and Humor, at CEP and Granada Provincial Council
- ♦ Hospital Clown
- ♦ Speaker
- ♦ Social Entrepreneur
- ♦ Community Manager
- ♦ Researcher University of Granada-Hum727

## Professors

### Ms. Alonso Guardia, María Isabel

- ♦ Early Childhood Education teacher at the Compañía de María school
- ♦ Primary Education and Therapeutic Pedagogy Teacher
- ♦ Adolescent Technician
- ♦ International Cooperating Partner

### Mr. Pérez de la Blanca Rodríguez-Contreras, José

- ♦ Early Childhood Education Teacher
- ♦ Cultural Manager
- ♦ Representative
- ♦ Theater teacher
- ♦ Trainer of trainers in Active Teaching
- ♦ Dynamizer. Hospital Clown



# 04

## Structure and Content

The contents of this training have been developed on the basis of two main objectives: on the one hand, their timeliness and effectiveness, and on the other hand, the students' ability to integrate their learning quickly and efficiently. This combination allows students to learn in a progressive and constant way, evolving from the first moment to the highest level of competence in this area of work.





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*A high level educational program that will allow you to apply new concepts and strategies from the very first moment thanks to its practical and contextual approach"*

## Module 1. Validate Emotions and Discover Basic Emotions

- 1.1. How do People Establish Contact?
  - 1.1.1. The Environment
  - 1.1.2. Contact Zone
  - 1.1.3. The Body
  - 1.1.4. Basic Needs
  - 1.1.5. I Choose
  - 1.1.6. I Build
- 1.2. How to Acquire a Validating Style
  - 1.2.1. Being Curious about the Details Given by Another Person
  - 1.2.2. Being Curious about the Details Given by My Body
  - 1.2.3. Extrinsic Emotional Attention: How did that Make you Feel?
  - 1.2.4. Intrinsic Emotional Attention: What does What you are Telling me Sound Like?
- 1.3. How do I Recognize my Basic Needs?
  - 1.3.1. Identifying my Childhood Wound
  - 1.3.2. How can I Become Aware of my Fears?
  - 1.3.3. How can I Empathize with Someone Else's Fears?
- 1.4. Honesty in my Response
  - 1.4.1. The Shell: Responses that Prioritize Self-Protection
  - 1.4.2. The Shell: Responses that Prioritize Adapting to Surroundings
  - 1.4.3. The Anchor: Reality-Focused Responses
  - 1.4.4. The Cloud: Possibility-Focused Responses
- 1.5. The World of Emotions
  - 1.5.1. Emotions in the World
  - 1.5.2. Galaxies and Constellations of Emotions
  - 1.5.3. The Galaxy of Fear
  - 1.5.4. The Galaxy of Rage
  - 1.5.5. The Galaxy of Sadness
  - 1.5.6. The Galaxy of Joy
  - 1.5.7. The Galaxy of Surprise
  - 1.5.8. The Galaxy of Affinity
  - 1.5.9. The Galaxy of Disgust
- 1.6. Analysis Sheets for the Recognition of Basic Needs
  - 1.6.1. Types of Worksheets

- 1.7. Online Resources on Basic Needs and Emotions
  - 1.7.1. Online Resources on Needs
  - 1.7.2. Online Resources on Basic Emotions

## Module 2. Power Struggles Are a Maze

- 2.1. We All Manipulate
  - 2.1.1. The Importance of Self-Esteem
  - 2.1.2. Defending our Living Space
  - 2.1.3. Emotional Manipulation
- 2.2. The Roles in the Power Struggle
  - 2.2.1. The Oppressor
    - 2.2.1.1. Aggression. The Manipulator's Weapon
    - 2.2.1.2. Aggression Models
    - 2.2.1.3. Moral Harassment
    - 2.2.1.4. Governing Through Aggression
  - 2.2.2. The Victim
    - 2.2.2.1. Crying as a Form of Manipulation
    - 2.2.2.2. Governing Through Victimhood
  - 2.2.3. The Caregiver
    - 2.2.3.1. Misunderstood Gratitude
    - 2.2.3.2. Governing through the Caregiver
- 2.3. The Power
  - 2.3.1. The Need for Power Soils
  - 2.3.2. Honest Search for Solutions
  - 2.3.3. Searching for the Basic Need Underlying a Conflict
  - 2.3.4. How to Ask Questions to Get out of a Power Struggle
- 2.4. Focus the Search on What I Can Do
  - 2.4.1. Neither Power Struggle, Nor the Environment, Nor the Other Is to Blame
  - 2.4.2. How to Discover What I Can Do
- 2.5. Manipulation at the Service of the Mediator
  - 2.5.1. Manipulation, Just Another Technique
  - 2.5.2. Role-Playing in the Power Struggle Game
  - 2.5.3. Negotiation Techniques

- 2.6. Creating a New Identity
  - 2.6.1. How to Save Aggressors from Themselves
  - 2.6.2. How to Save Victims from Themselves
  - 2.6.3. How to Save Caregivers from Themselves

### Module 3. Conflict Phases

- 3.1. Disagreement
  - 3.1.1. Beginning of the Conflict, Possible Causes
  - 3.1.2. The Problem Concerns Both
  - 3.1.3. Conflict Comes First
- 3.2. Personal Adversity
  - 3.2.1. Blame and Reasons
  - 3.2.2. People Come First
- 3.3. Mediation between Both Sides
  - 3.3.1. Rights within a Dispute
  - 3.3.2. Responsibilities within a Dispute
- 3.4. The Background, Just the Tip of the Iceberg
  - 3.4.1. External Agents
  - 3.4.2. Attitude toward External Agents
  - 3.4.3. What is Really Happening Here?
- 3.5. What Can Each Party Do?
  - 3.5.1. Proposed Solutions
  - 3.5.2. Strengths, Threats, Weaknesses and Opportunities
- 3.6. New Developments in Each Party's View
  - 3.6.1. Putting Oneself in the Other's Shoes
  - 3.6.2. Lateral Thinking
  - 3.6.3. Thinking Patterns
- 3.7. Fitting in New Proposals
  - 3.7.1. Feelings About Proposals
  - 3.7.2. Strategies to Fit Them In
- 3.8. Ending the Conflict
  - 3.8.1. What Does Ending a Conflict Involve?
  - 3.8.2. Why Ending Conflicts is Important
- 3.9. Restoring Pain
  - 3.9.1. How to Restore Pain

- 3.10. Erase Prejudices, Continue to Build
  - 3.10.1. How to Erase Prejudices

### Module 4. Roles in Conflict Resolution

- 4.1. What is a Group?
  - 4.1.1. What is a Group?
  - 4.1.2. Characteristics of a Group
  - 4.1.3. Students Group Together. How to Recognize Them
- 4.2. Group Dynamics
  - 4.2.1. What Are the Techniques and Activities for?
  - 4.2.2. What are the Core Competencies for Working with Drama?
  - 4.2.3. Group Dynamics Techniques
- 4.3. Role Types in Conflicts
  - 4.3.1. Classification: Mediating Chicks
  - 4.3.2. Role Play Technique
- 4.4. How to Identify Roles in Students
  - 4.4.1. Techniques to Identify the Different Roles
- 4.5. Shifting Roles: Context
  - 4.5.1. The Johari Window at the Service of Roles
  - 4.5.2. The Role Others Identify Me As. What Others See and I Don't
  - 4.5.3. The Role I'd Like to Have and How to Get It
- 4.6. The Teacher's Role According to Their Participation
  - 4.6.1. Activities in Which the Educator's Role Predominates
  - 4.6.2. Activities Involving Educator and Students
  - 4.6.3. Activities According to the Group's Objectives
- 4.7. Dramatic Play: Role-Training in Conflict Resolution
  - 4.7.1. How to Conduct Dramatic Play as Conflict Resolution Training
- 4.8. Drama: Integrating Core Competencies for Life
  - 4.8.1. Play or Therapy?
  - 4.8.2. Role-Playing Conflict in the Classroom
- 4.9. Sense of Humor in Role Management
  - 4.9.1. Having a Sense of Humor in Role Management
- 4.10. Theater of the Oppressed as a Tool for Reflection in the Face of Conflict
  - 4.10.1. Theater of the Oppressed
  - 4.10.2. Using this Tool in the Face of Conflict

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

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



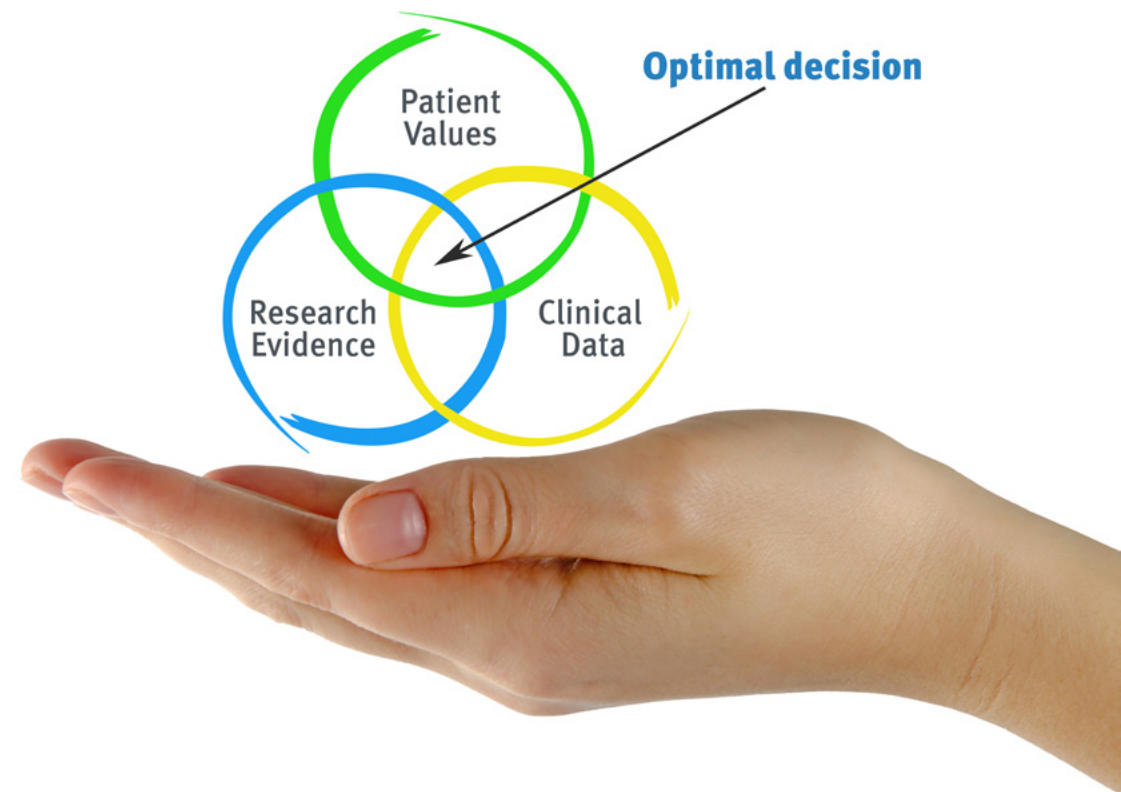
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*





At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

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

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



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Diploma in Classroom Manipulation, Roles and Conflicts guarantees students, in addition to the most rigorous and up to date education, access to a Postgraduate Diploma issued by TECH Global University.





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*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 Classroom Manipulation, Roles and Conflicts** 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.

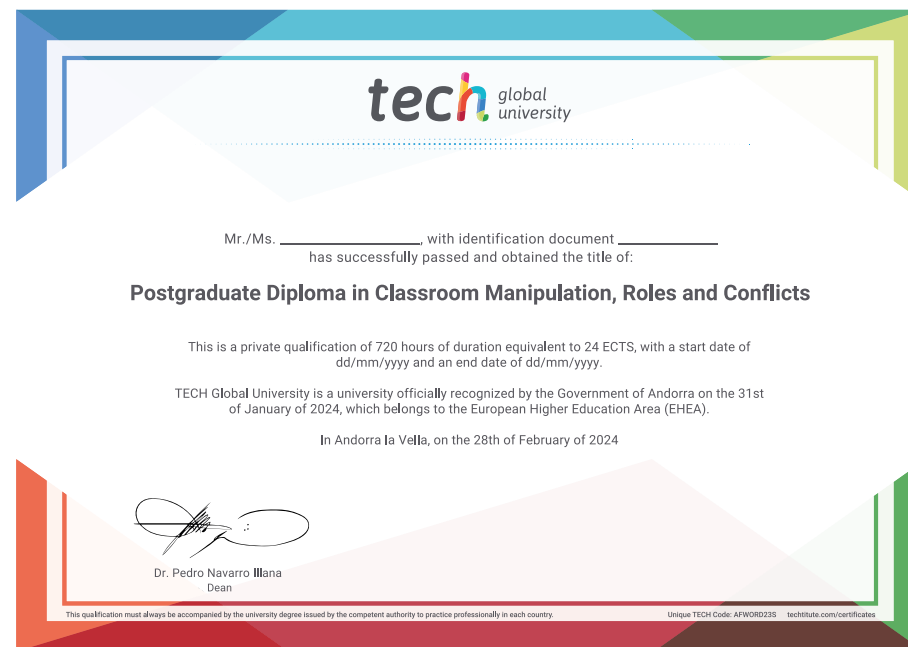
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

**Title: Postgraduate Diploma in Classroom Manipulation, Roles and Conflicts**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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



**Postgraduate Diploma**  
Classroom Manipulation,  
Roles and Conflicts

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma

## Classroom Manipulation, Roles and Conflicts

