

Postgraduate Diploma Classroom Mediation and Conflict Detection





Postgraduate Diploma Classroom Mediation and Conflict Detection

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

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-classroom-mediation-conflict-detection

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01

Introduction

The psychologists have become a mediator, since they are the person who links the child and adolescent with the learning process during their learning stage. For this reason, it is important that child psychology professionals complement their training with courses such as this one, which will introduce them to the mediation process and the detection of conflicts at the educational level and in the classroom. As a result, upon completion of the program, professionals will be much better able to work successfully in various socio-educational areas, being an asset of great value to these organizations.



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Psychology professionals should continue their training to learn the latest developments in the mediation process”

Mediation between patients is a mechanism for resolving potential conflicts between children and young people within the practice and in educational settings. Therefore, the psychologist must know the main mediation techniques that will allow them to provide better care to their patients and prevent small problems from becoming serious difficulties for them.

So although psychologists do not necessarily have to know or have the same skills that a mediator has, it is important that they try to cultivate them, which will serve both to be a link between their patients and their learning process, as well as to solve disputes that may arise between children and adolescents. Mediation in the educational system is emerging, capable of strengthening both in psychologists and patients 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.

To achieve mediation, psychologists need to know the characteristics of these students, know how to identify their needs and have the knowledge and tools to intervene at a personal, socio-family and, above all, educational level.

This Postgraduate Diploma responds to this demand for continuous training of professionals and is aimed primarily at child psychologists. With this educational action, the psychologists will improve their abilities to manage conflict situations in the consultation and the diversity of educational contexts. In this way, they will be able to adjust the plans of attention to diversity and the educational projects of the centers, as well as to be able to design a mediation plan in the educational center.

Specifically, the program offers a comprehensive view of mediation and conflict detection in the office, as well as successful models of approach, providing tools, experiences and advances in the field.

This **Postgraduate Diploma in Classroom Mediation and Conflict Detection** contains the most complete and up-to-date 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



Do not miss the opportunity and study with us this Postgraduate Diploma in Classroom Mediation and Conflict Detection. You will see how it improves your relationship with your patients"

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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"

It includes, in its teaching staff, professionals belonging to the field of Classroom Mediation and Conflict Detection, who bring to this training the experience of their work, as well as recognized specialists belonging to reference 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 an immersive training program designed to train in real situations.

This program is designed around Problem-Based Learning, whereby the educators must try to solve the different professional practice situations that arise throughout the program. For this purpose, the psychology professional will be assisted by an innovative interactive video system developed by recognized experts in the field of Classroom Mediation and Conflict Detection with extensive psychological experience.

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

The program in Classroom Mediation and Conflict Detection is oriented to facilitate the performance of the psychology professional dedicated to attending and working with children and adolescents with specific needs in this field. Therefore, the main objective of this Postgraduate Diploma is to ensure that the psychologist acquires the necessary skills to intervene in relationships between minors, offering effective solutions mainly commanded by mediation as a vehicle for conflict resolution. All of this will give the professionals the skills to catapult their career to the next level and become a prestigious psychologist.





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This program is oriented to give the psychologist the keys to the field of mediation, using the latest educational technology”



General Objectives

- ♦ Detect patients presenting characteristics compatible with behavioral and/or family difficulties that may predispose 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 consultation
- ♦ Manage conflict situations and maladaptive behaviors in the consultation, 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 educational 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

Module 1. Introduction

- ♦ Understand the principles by which conflicts arise in the classroom
- ♦ Know the main conflict resolution techniques, their uses and the results they bring about

Module 2. Methods of analysis of events

- ♦ Know how to objectively collect data on what has happened
- ♦ Understand how to analyze the parties involved in the conflict and their role in each case
- ♦ Understand in depth the importance of the environment in conflict resolution

Module 3. 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



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

03

Course Management

The program includes in its teaching staff psychologists and educators who are leading experts in Classroom Mediation and Conflict Detection who bring their work experience to this training. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner. In this way, at the end of the program, the psychologists will have acquired the competencies that will enable them to work successfully in different types of socio-educational institutions.





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This is the best option to learn the best mediation techniques in both classroom and consulting from the leading experts in the field"

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



04

Structure and Content

The teaching program has been created to provide the education professional with the necessary tools for their daily practice in the care of their patients.

As such, the content of this training is composed of the most up-to-date syllabus on the market, which has been developed by leading experts in mediation and conflict detection both in consultation and in the classroom, aware of the relevance of current training in order to be able to intervene in mediation and accompaniment of patients.



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This Postgraduate Diploma is the most complete course on mediation in the classroom oriented to the psychologist's work that you will find in the market"

Module 1. Introduction

- 1.1. Instructions for Awakening a Butterfly
 - 1.1.1. Introduction
 - 1.1.2. Bridging Gaps
 - 1.1.3. Iconography of a Metamorphosis
 - 1.1.4. Objectives of the Online Professional Master's Degree
 - 1.1.5. Contents of the Online Professional Master's Degree
 - 1.1.5.1. The Reception
 - 1.1.5.2. Establishing the Bond is the First Step in Collaboration for Conflict Resolution
 - 1.1.5.3. Data Collection is Essential for Conflict Analysis
 - 1.1.5.4. Basic Needs Drive Conflicts
 - 1.1.5.5. Power Struggles Are a Maze
 - 1.1.5.6. Conflicts Have Their Phases, and These Must Be Understood
 - 1.1.5.7. Dramatic Play: Role-Training in Conflict Resolution
 - 1.1.5.8. Teacher Validating Style
 - 1.1.5.9. Communication during Conflict
 - 1.1.5.10. Express Reached Agreements
 - 1.1.5.11. Breathe and Cleanse Prejudices
- 1.2. Chrysalis Moment
 - 1.2.1. The Brain "Envelops" the Chrysalis
 - 1.2.2. Two or Three Brains
 - 1.2.3. The Amygdala is the Queen of Hearts
 - 1.2.4. Conclusions for Moving within the Chrysalis
- 1.3. Ten Educational Truths in Conflict
 - 1.3.1. Ten Educational Truths
 - 1.3.2. Two Styles for 10 Educational Truths
 - 1.3.3. Invalidation Model - Damian's View
 - 1.3.4. Validation Model - Damian's View
- 1.4. What is Conflict?
 - 1.4.1. Introduction
 - 1.4.2. Towards a Definition of Conflict
 - 1.4.3. Conflict Characteristics
 - 1.4.4. Types of Conflicts
 - 1.4.5. Most Frequent Causes of Conflict
 - 1.4.6. What is Conflict Resolution?
- 1.5. Paradigm Shift
 - 1.5.1. Introduction
 - 1.5.2. What Elements are Involved in Conflicts?
 - 1.5.2.1. Intrapersonal Side of Conflict
 - 1.5.2.2. Interpersonal Side of Conflict: the Environment
 - 1.5.2.3. Part of Conflict Process
 - 1.5.3. Conflict Analysis
- 1.6. Person's Model Description for the 21st Century
 - 1.6.1. Our Model Rationale
 - 1.6.2. People and Relationships
 - 1.6.3. Environment
 - 1.6.4. Contact Zone
 - 1.6.5. I Choose
 - 1.6.6. Basic Needs
 - 1.6.7. Organism/Body
 - 1.6.8. Awareness
 - 1.6.9. I Build
- 1.7. Description of Erikson's Psychosocial Processes of the Person
 - 1.7.1. About the Author and His Theory
 - 1.7.2. Erikson's Developmental Stages
 - 1.7.3. Why Choose Erikson's Model for Our Conflict Resolution Proposal?
 - 1.7.4. First Stage - Infancy: Trust vs. Mistrust - First 18 Months of Life
 - 1.7.5. Second Stage - Early Childhood: Autonomy Versus Shame and Doubt - 18 Months to 3 Years-Old

- 1.7.6. Third Stage - Age of Play: Initiative Versus Guilt - 3 to 5 Years-Old
- 1.7.7. Fourth Stage - Adolescence: Industriousness vs. Inferiority - 5 to 13 Years-Old
- 1.7.8. Fifth Stage - Youth: Identity Versus Role Confusion - 13 to 21 Years-Old
- 1.7.9. Sixth Stage - Maturity: Intimacy vs. Isolation -21 to 40 Years-Old
- 1.7.10. Seventh Stage - Adulthood: Generativity Versus Stagnation - 40 to 60 Years-Old
- 1.7.11. Eighth Stage - Old Age: Wholeness Versus Despair - Age 60 Until Death
- 1.7.12. Critique of Erikson
- 1.7.13. Phrases by Erikson
- 1.8. Bandura's Social Learning Theory
 - 1.8.1. Introduction
 - 1.8.2. The Role of Imitation
 - 1.8.3. Two Videos for Drawing Conclusions
 - 1.8.4. Why Talk About Bandura's Social Learning Theory?
- 1.9. Kohlberg's Social Learning The
 - 1.9.1. Introduction
 - 1.9.2. Piaget's Stages of Moral Development
 - 1.9.3. Kohlberg's Stages of Moral Development
 - 1.9.4. Cognitive Operations
- 1.10. Techniques to Manage Conflict at the First Stage
 - 1.10.1. Introduction
 - 1.10.2. Piaget's Stages of Moral Development
 - 1.10.3. Kohlberg's Stages of Moral Development
 - 1.10.4. Cognitive Operations

Module 2. Methods of Analysis of Events

- 2.1. Why Analyze Conflict?
 - 2.1.1. Conflict in Education
 - 2.1.2. Why Analyze Conflict?
 - 2.1.3. A Journey through History
 - 2.1.4. Positive Contributions of Conflict
- 2.2. Theoretical Approach
 - 2.2.1. Based on Theory
 - 2.2.2. Our Approach to Collecting Data
 - 2.2.3. Differing Points of View
- 2.3. Contextual Approach
 - 2.3.1. What is Context?
 - 2.3.2. Relationships and Personality
 - 2.3.3. Forms of Communication
- 2.4. How to Plan Analysis
 - 2.4.1. Profile of the Mediator
 - 2.4.2. The Need for a Plan
- 2.5. Planning Stages
- 2.6. Teaching Models
 - 2.6.1. What is a Teaching Model?
 - 2.6.2. Different Models for Conflict Mediation
- 2.7. Conflict to Children in Early Childhood Education
 - 2.7.1. Active Listening
 - 2.7.2. Below the Iceberg. What Did you Want Deep Down?
 - 2.7.3. Reactions of Parties Involved
 - 2.7.4. I Am Honest with my Emotions about What I Am Experiencing
 - 2.7.5. I Fill in the Table
- 2.8. Conflict to Children in Primary Education
 - 2.8.1. Active Listening
 - 2.8.2. Below the Iceberg. What Did you Want Deep Down?
 - 2.8.3. Person-Related Elements
 - 2.8.4. Process-Related Elements
 - 2.8.5. Communication-Related Elements

- 2.9. Conflict to Adolescents
 - 2.9.1. Active Listening
 - 2.9.2. Below the Iceberg. What Did you Want Deep Down?
 - 2.9.3. Person-Related Elements
 - 2.9.4. Process-Related Elements
 - 2.9.5. Communication-Related Elements
- 2.10. Following Up
 - 2.10.1. How to Follow Up
- 2.11. Teachers Support Resources
 - 2.11.1. Different Teacher Support Resources

Module 3. Validate Emotions and Discover Basic Emotions

- 3.1. How do People Establish Contact?
 - 3.1.1. The Environment
 - 3.1.2. Contact Zone
 - 3.1.3. The Body
 - 3.1.4. Basic Needs
 - 3.1.5. I Choose
 - 3.1.6. I Build
- 3.2. How to Acquire a Validating Style
 - 3.2.1. Being Curious about the Details Given by Another Person
 - 3.2.2. Being Curious about the Details Given by My Body
 - 3.2.3. Extrinsic Emotional Attention: How did that Make you Feel?
 - 3.2.4. Intrinsic Emotional Attention: What does What you are Telling me Sound Like?
- 3.3. How do I Recognize my Basic Needs?
 - 3.3.1. Identifying my Childhood Wound
 - 3.3.2. How can I Become Aware of my Fears?
 - 3.3.3. How can I Empathize with Someone Else's Fears?
- 3.4. Honesty in my Response
 - 3.4.1. The Shell: Responses that Prioritize Self-Protection
 - 3.4.2. The Shell: Responses that Prioritize Adapting to Surroundings
 - 3.4.3. The Anchor: Reality-Focused Responses
 - 3.4.4. The Cloud: Possibility-Focused Responses





- 3.5. The World of Emotions
 - 3.5.1. Emotions in the World
 - 3.5.2. Galaxies and Constellations of Emotions
 - 3.5.3. The Galaxy of Fear
 - 3.5.4. The Galaxy of Rage
 - 3.5.5. The Galaxy of Sadness
 - 3.5.6. The Galaxy of Joy
 - 3.5.7. The Galaxy of Surprise
 - 3.5.8. The Galaxy of Affinity
 - 3.5.9. The Galaxy of Disgust
- 3.6. Analysis Sheets for the Recognition of Basic Needs
 - 3.6.1. Types of Worksheets
- 3.7. Online Resources on Basic Needs and Emotions
 - 3.7.1. Online Resources on Needs
 - 3.7.2. Online Resources on Basic Emotions

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A unique, key and decisive program 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.



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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 Mediation and Conflict Detection guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



The image features two black graduation caps (mortarboards) against a bright blue sky with light, wispy clouds. One cap is in the foreground on the left, and another is slightly behind it to the right. The right side of the image is partially obscured by a large, diagonal graphic element consisting of a white triangle and a magenta triangle. The quote is positioned on the white triangle.

“

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 Diploma in Classroom Mediation and Conflict Detection** 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.

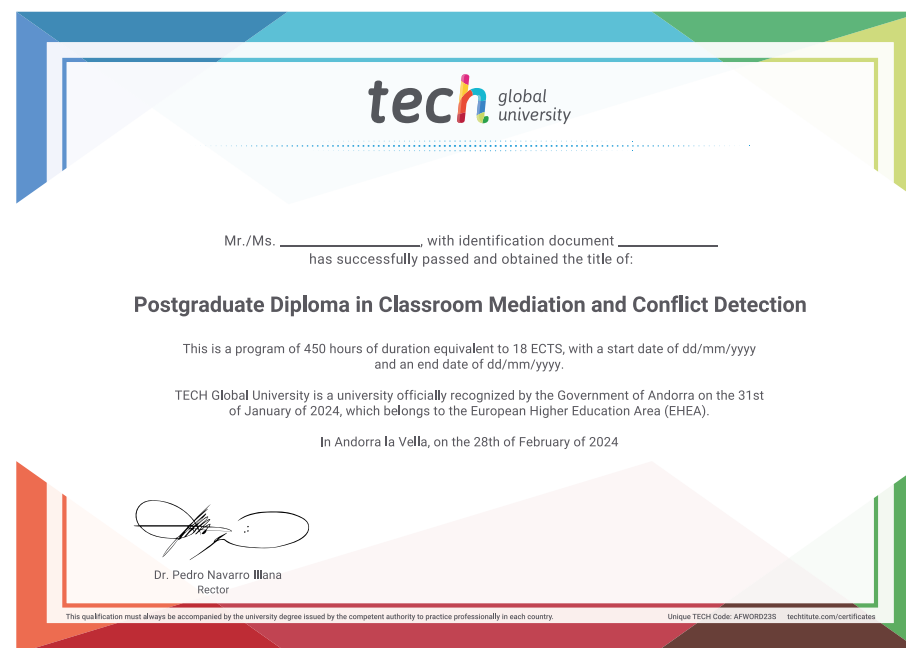
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Classroom Mediation and Conflict Detection**

Modality: **online**

Duration: **6 months**

Accreditation: **18 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 quality
development language
classroom



Postgraduate Diploma Classroom Mediation and Conflict Detection

- » Modality: online
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- » Certificate: TECH Global University
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- » Schedule: at your own pace
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Postgraduate Diploma Classroom Mediation and Conflict Detection

