

Postgraduate Diploma Developmental and Early Care Psychology





Postgraduate Diploma Developmental and Early Care Psychology

- » 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-developmental-early-care-psychology

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01

Introduction

Update your knowledge in Psychology in Early and Educational Care, from the hand of distinguished experts in the field, who have deposited all their knowledge and experience in the development of this program. A unique opportunity to learn the latest techniques and developments in educational psychology.



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This Postgraduate Diploma will broaden your horizons as a psychologist and will allow you to grow personally and professionally"

This Postgraduate Diploma provides extensive knowledge in advanced models and techniques in Early Childhood and Educational Psychology. For this, you will have a teaching faculty that stands out for its extensive professional experience in the different fields in which psychology has developed and in different sectors of the population.

Throughout this program, you will learn the current and newest approaches on this topic. You will learn to identify, analyze and evaluate the evolutionary characteristics, needs and demands, problems and differences of human beings in the different stages of the life cycle, as well as to analyze sociocultural changes, cultural factors and psychosocial principles involved in the socialization of individuals and groups.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to develop your passion for learning, helping you to analyze and to develop critical thinking skills.

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 Diploma in Developmental and Early Care Psychology** contains the most complete and up-to-date program on the market. The most important features include:

- ◆ The development of 100 case studies presented by experts in Early Childhood and Educational Psychology
- ◆ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for Psychologist.
- ◆ New developments and innovations in the different areas of psychology
- ◆ 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 cutting-edge methodologies
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



An educational program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way"

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Access to the deep knowledge of Psychology in Early and Educational Care and its multiple implications, in a complete Postgraduate Certificate created to propel you to another professional level"

It includes a very broad teaching staff of professionals belonging to the field of psychology, who pour into this specialization the experience of their work, in addition to recognized specialists of 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 program designed to learn in real situations.

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

Increase your confidence as a by updating your knowledge through this Postgraduate Diploma.

This Postgraduate Diploma marks the difference between a professional with a lot of knowledge, and a professional who knows how to apply it in their daily practice.



02

Objectives

The objectives of this program have been established as a guide for the entire specialization with the specific mission of offering students a very intensive program that will really boost their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.





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If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further. This specialization will give your career the boost it needs"



General Objective

- ◆ Train qualified professionals for the practice of Developmental and Early Care Psychology who can intervene with real working capacity and with optimal results, supported by the most updated and useful theoretical and practical knowledge for their profession



This Postgraduate Diploma is aimed at all psychologists who want to achieve a high degree of specialization"





Specific Objectives

- ◆ Know the functions, characteristics and limitations of the different theoretical models of developmental psychology, applying the psychological processes applied to the evolutionary development of individuals throughout the life cycle
- ◆ Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality
- ◆ Know different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of the results in the different areas of the individual's development
- ◆ Know the different fields of application of developmental psychology and to have the necessary knowledge to influence and promote the quality of life of individuals in the different contexts in which they are developed.
- ◆ Identify the characteristics of the theoretical models of Developmental Psychology and to recognize the functions and limitations of the theoretical models of Developmental Psychology
- ◆ Discriminate the basic principles of the different psychological processes related to the evolutionary development of individuals. Explain the functioning of the basic laws of psychology in the development of the subject throughout the life cycle
- ◆ Identify the different fields of application of Developmental Psychology
- ◆ In order to understand human behavior, it is essential to understand how values, attitudes and behavioral patterns are constructed based on the characteristics of the different contexts in which human beings grow up and are educated
- ◆ Obtain an overview of the way in which human development is shaped by the relationship with socialization contexts, focusing on the so-called ecological model of development
- ◆ Study, in detail, the ways in which they influence a person's cognitive and socio-emotional development, and itemize these aspects in the different stages of the life cycle (childhood, adolescence, adulthood and old age)
- ◆ Be familiar with some of the problems that arise within the family, such as child abuse and violence against women
- ◆ Understand the basic aspects of the community as a socialization environment, and detail aspects such as the feeling of community
- ◆ Learn about affective and social development throughout the life cycle, establishing a relationship with the contexts of development and with the other areas of psychological development of the person
- ◆ Understand topics such as the development of attachment and its subsequent evolution throughout the life cycle, the role of the peer group and social relationships in childhood, puberty, adolescence, youth, adulthood and old age
- ◆ Master also the evolution and importance of family relationships throughout the life cycle, the role of the family and school in the affective and social development
- ◆ Understand emotional development: what facilitates it, what research indicates about the capacity for emotional self-regulation (influences, consequences on academic and professional performance, etc.) and how it evolves over time
- ◆ Identify, analyze, and evaluate the evolutionary characteristics, needs and demands, problems, and differences of the human being in the different stages of the life cycle
- ◆ Know the bases and principles of developmental intervention and its preventive, optimizing, and therapeutic character
- ◆ Know how to provide developmental counseling to the agents involved in the different contexts
- ◆ Know how to elaborate oral and written reports on development in the different stages of the life cycle
- ◆ Generate a self-reflective attitude towards one's own development together with an evolutionary sensitivity towards the development of others
- ◆ Know and comply with the deontological obligations of Psychology

03

Structure and Content

The contents of this complete specialization have been developed by the most competent professionals in this sector, with a high quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.





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This Postgraduate Diploma in Developmental and Early Care Psychology contains the most complete and updated scientific program on the market"

Module 1. Developmental Psychology

- 1.1. Fundamentals and Introduction to Developmental Psychology I
 - 1.1.1. Objective
 - 1.1.2. Introduction
 - 1.1.3. Maturation, Concept and Evolutionary Importance
 - 1.1.4. Gradual development
 - 1.1.5. Life Cycle Development
 - 1.1.6. Multidimensional Development
 - 1.1.7. A Common Development, but at a Different Pace
 - 1.1.8. Factors to Consider
 - 1.1.9. Conclusions
 - 1.1.10. Summary
 - 1.1.11. References
- 1.2. Fundamentals and Introduction to Developmental Psychology II
 - 1.2.1. Objective
 - 1.2.2. Introduction
 - 1.2.3. Developmental Origins and the Figure of the Child
 - 1.2.4. First Approaches to the Study of Development
 - 1.2.5. Early Scientific Work on Development
 - 1.2.6. Study Methodology
 - 1.2.7. Case Studies
 - 1.2.8. Some Experimental Designs
 - 1.2.9. Theories to Consider
 - 1.2.10. Conclusions
 - 1.2.11. Summary
 - 1.2.12. References
- 1.3. Prenatal Development
 - 1.3.1. Introduction
 - 1.3.2. Prenatal development
 - 1.3.3. The Germinal Phase
 - 1.3.4. The Embryonic StageLa etapa embrionaria
 - 1.3.5. The Fetal Stage
 - 1.3.6. Conclusions
 - 1.3.7. Summary
 - 1.3.8. References



- 1.4. Neuropsychological Development in Childhood
 - 1.4.1. Introduction
 - 1.4.2. Development of the Concept of Self and the Self-Concept
 - 1.4.3. Conclusions
 - 1.4.4. Summary
 - 1.4.5. Bibliography
- 1.5. Piaget's Theory of Cognitive Development
 - 1.5.1. Introduction
 - 1.5.2. Jean Piaget
 - 1.5.3. Biological Importance
 - 1.5.4. The Concept of Intelligence
 - 1.5.5. Intellectual Development in the Child according to Piaget
 - 1.5.6. Stages of Development
 - 1.5.7. Conclusions
 - 1.5.8. Summary
 - 1.5.9. Bibliography
- 1.6. Sociocultural Perspective, Information Processing Theory and Bruner's Theory
 - 1.6.1. Introduction
 - 1.6.2. Vygotsky
 - 1.6.3. Zone of Proximal Development (ZDP) and Assisted Learning
 - 1.6.4. Vygotsky's Concept of Thought
 - 1.6.5. The Development of Language for Vygotsky
 - 1.6.6. Relationship Between Thought and Language
 - 1.6.7. Jerome Bruner
 - 1.6.8. Conclusions
 - 1.6.9. Summary
 - 1.6.10. Bibliography
- 1.7. Psychomotor development: fine and gross psychomotor skills
 - 1.7.1. Introduction
 - 1.7.2. Psychomotor Development
 - 1.7.3. Psychomotor skills: Body Scheme
 - 1.7.4. Gross Psychomotricity
 - 1.7.5. Fine Psychomotor Skills
 - 1.7.6. Motor Development Over Time
 - 1.7.7. Development of Fine Motor Skills
 - 1.7.8. Conclusions
 - 1.7.9. Summary
 - 1.7.10. References
- 1.8. Introduction and Fundamental Elements of Language Development
 - 1.8.1. Introduction
 - 1.8.2. The Beginnings of Language
 - 1.8.3. First Language Steps
 - 1.8.4. The First Words
 - 1.8.5. The First Sentences
 - 1.8.6. Conclusions
 - 1.8.7. Summary
 - 1.8.8. References
- 1.9. Prelinguistic and Linguistic Stage
 - 1.9.1. Introduction
 - 1.9.2. Conclusions
 - 1.9.3. Summary
 - 1.9.4. Bibliography
- 1.10. Disorders Related to Language Development
 - 1.10.1. Introduction
 - 1.10.2. Conclusions
 - 1.10.3. Bibliography

Module 2. Family, Community and Human Development

- 2.1. The Person and Social Context
 - 2.1.1. Introduction
 - 2.1.2. Social Systems: Structures and Processes
 - 2.1.3. The Ecological Model of Human Development
- 2.2. The Family: Concept, Types and Functions
 - 2.2.1. Introduction
 - 2.2.2. Origin and Universality of the Family
 - 2.2.3. Family Diversity and Change
 - 2.2.4. Family Functions
- 2.3. Family as a System
 - 2.3.1. Introduction
 - 2.3.2. Ecological-systemic Analysis of the Family
 - 2.3.3. Dimensions for Analyzing the Family from a Developmental-Educational Perspective
 - 2.3.4. Evolutionary Changes in the Family
- 2.4. The Influence of the Family on Psychological Development (1): Childhood and Adolescence
 - 2.4.1. Theoretical Framework for Understanding the Influence of the Family on Development
 - 2.4.2. Family Context and Psychological Development During Childhood and Adolescence
 - 2.4.3. The Family Context Optimizes and Enhances Psychological Development
- 2.5. The Influence of the Family on Psychological Development (2): Adulthood and Old Age
 - 2.5.1. The Family Context of Adults
 - 2.5.2. A Couple's Relationship in Adulthood and Old Age
 - 2.5.3. Relationships Between Older Parents and Adult Children
 - 2.5.4. Grandparenting
 - 2.5.5. Interventions to Improve the Family Context in Adulthood and Old Age
- 2.6. Disturbances in Family Relationships (1): Abuse in Childhood
 - 2.6.1. The Concept of Child Abuse
 - 2.6.2. Child Abuse Figures
 - 2.6.3. Etiology of Child Abuse
 - 2.6.4. Child Abuse Intervention

- 2.7. Disturbances in Family Relationships (2): Violence Against Women in the Family Context
 - 2.7.1. Violence Against Women: Definition and Types
 - 2.7.2. Intimate-Partner Violence Against Women: Statistics, Etiology, and Consequences
 - 2.7.3. Intervention and Prevention
- 2.8. Disturbances in Family Relationships (3): Delinquent Behavior in Adolescence
 - 2.8.1. Brief Overview of Delinquent Behavior and High-risk Behaviors in Youths and Adolescents
 - 2.8.2. Explanatory Models
 - 2.8.3. Risk Factors
- 2.9. The Community from a Psychosocial Perspective: Community Psychology
 - 2.9.1. Introduction
 - 2.9.2. Differences Between Community Psychology and Clinical and Medical models
 - 2.9.3. Visions of Community Psychology and North-South Differences
 - 2.9.4. The Concept and Basic Characteristics of Community Psychology
- 2.10. Concept and Sense of Community
 - 2.10.1. The Community and Sense of Community
 - 2.10.2. Components and Evaluation of the Sense of Community
 - 2.10.3. The Modern Community: City and Neighborhoods
 - 2.10.4. Social Support: Conceptual Analysis
 - 2.10.5. Social Support, Health and Well-being

Module 3. Affective and Social Development

- 3.1. Introduction to the Study of Affective and Social Development
 - 3.1.1. Introduction
 - 3.1.2. Explanatory Theories
 - 3.1.3. Classification of Social Development Studies
- 3.2. Beginning of Affective Relationships
 - 3.2.1. Conditions Necessary for an Attachment to Form
 - 3.2.2. Guidance for Parents to Improve Interaction with the Child with a Disability
 - 3.2.3. The Specialization of the First Attachment
 - 3.2.4. Components of the Attachment Relationship
 - 3.2.5. Evolution of Attachment During Childhood

- 3.3. Development and Evolution of Attachment in Infancy
 - 3.3.1. Theories on Affective Development
 - 3.3.2. Affective Development
 - 3.3.3. Types of Attachment
 - 3.3.4. Emotional development
 - 3.4. Development of Attachment from Adolescence to Adulthood
 - 3.4.1. Attachment in Adolescence
 - 3.4.2. Attachment in Young Adults
 - 3.4.3. Attachment in Middle-Aged and Older Adults
 - 3.4.4. Differences in Attachment in Adulthood
 - 3.5. Development of Personal Identity
 - 3.5.1. The Development of the Self-Concept
 - 3.5.2. Self-Esteem: the Evaluation Component of Self-Esteem
 - 3.5.3. The Development of Self-Control
 - 3.5.4. Who Am I Going to Be? Forging an Identity
 - 3.5.5. The Other Side of Social Cognition: Getting to Know Others
 - 3.6. Peer-to-Peer Relationships
 - 3.6.1. Peers: a New Social Experience?
 - 3.6.2. Sibling Relationships from 2 to 6 Years of Age
 - 3.6.3. Social Interactions in Play, Aggressiveness and Prosociality
 - 3.6.4. Peer Relationships: Friendship
 - 3.6.5. Children's Groups and Dominance Hierarchies
 - 3.6.6. The Determinants of Social Experience
 - 3.7. Social Development in Adolescence
 - 3.7.1. Model of Individual Change: Erikson's Theory
 - 3.7.2. Self-Concept and Self-Esteem
 - 3.7.3. Family Relationships
 - 3.7.4. Relationships with Peers
 - 3.8. Moral development
 - 3.8.1. What is Moral Development?
 - 3.8.2. Moral Thinking
 - 3.8.3. Moral Behavior
 - 3.8.4. Moral Sentiments
 - 3.8.5. Moral Education
 - 3.8.6. Values, Religion and Sects
 - 3.9. Early Promotion of Emotional Development
 - 3.9.1. Factors that Determine Parental Performance
 - 3.9.2. Intervention Models
 - 3.9.3. Educational Criteria for Parents
 - 3.10. Intervention in Social Development
 - 3.10.1. Family Education and Social Competence
 - 3.10.2. Assessment of Social Competence in Young Children
 - 3.10.3. Development of Social Competence in the Early Childhood School
 - 3.10.4. Procedures for Developing Social Competence in Early Childhood Schools
 - 3.10.5. Prevention of Antisocial Behavior
- Module 4. Early Care**
- 4.1. Introduction
 - 4.1.1. Prevention of Needs
 - 4.2. Language Intervention
 - 4.2.1. Language Disorders
 - 4.3. Intervention in the Development
 - 4.3.1. Prenatal and Non-Prenatal Origin
 - 4.4. Intervention in Emotional Disorders
 - 4.4.1. Difficulties in Emotional Development
 - 4.5. Mistreatment and Abuse
 - 4.5.1. Family Context
 - 4.6. Attachment Disorders
 - 4.6.1. The Attachment Figure
 - 4.7. Intervention in Sensory Alterations
 - 4.7.1. Sensory Disturbances
 - 4.8. Attention Deficit Hyperactivity Disorder
 - 4.8.1. Comorbidity with other Disorders
 - 4.9. Minority Syndromes and Rare Diseases
 - 4.9.1. Social Exclusions and Difficulties
 - 4.10. Elaboration of Intervention Programs
 - 4.10.1. Evaluation and Intervention Instruments

04

Methodology

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

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



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

At TECH we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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

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



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

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

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

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

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



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



Study Material

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

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



Latest Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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



05

Certificate

The Postgraduate Diploma in Developmental and Early Care Psychology 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 clouds. The caps are positioned diagonally, with one in the foreground and another slightly behind it. The background is split into a blue sky on the left and a magenta-to-white gradient on the right.

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Include in your specialization a Postgraduate Diploma in Developmental and Early Care Psychology: A huge step forward in your competitiveness in the sector”

This private qualification will allow you to obtain a **Postgraduate Diploma in Developmental and Early Care Psychology** 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 Developmental and Early Care Psychology**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**





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