

# Postgraduate Diploma

Educational Coaching and  
Emotional Intelligence for  
Psychologists





## Postgraduate Diploma Educational Coaching and Emotional Intelligence for Psychologists

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

Website: [www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-educational-coaching-emotional-intelligence-psychologists](http://www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-educational-coaching-emotional-intelligence-psychologists)

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# 01

# Introduction

Immersed in a social context of great changes, the educational system continues to question the traditional teaching system and is committed to a new eminently psychological paradigm that responds to the demands and needs of the new citizen of the 21st century with a view to labor insertion in a globalized world. In this sense, this Postgraduate Diploma aims to instruct and train psychologists dedicated to working in educational environments, so that they are able to manage the emotional intelligence of their patients and, through it, the proper development of their lives both educationally and socially. These contents will allow the professional to position himself as a reference psychologist within a sector that increasingly demands more specialized professionals.





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*This Postgraduate Diploma in Educational Coaching and Emotional Intelligence for Psychologists will generate a sense of confidence in the performance of your profession as a psychologist, which will help you grow personally and professionally”*

Educational administrations are aware of the need to train new generations in emotional competencies that will enable them to adapt to the new model of our emerging society. In addition to possessing the necessary conceptual expertise in their fields of specialization, they must develop socio-emotional skills that enable them to manage the enormous amount of information generated every day, flexibility to adapt to different challenges and the acquisition of tools and resources that allow them to reinvent themselves.

It is necessary for psychologists to offer their patients holistic and comprehensive care that pays attention to the cognitive dimension as well as the emotional and relational dimension.

Emotion and learning are two sides of the same coin. The concern for training people capable of adapting to the demands of today's world is reflected in the recommendations of international organizations such as UNESCO (1998a, 1998b). In the report, Delors (1997) proposes the four pillars of learning for the 21st century: learning to know, learning to do, learning to live together and learning to be. Learning to live together and learning to be, are closely related to the social and emotional skills needed to develop integrally throughout life.

We can combine Coaching and Emotional Intelligence quoting Gallwey: "If you succeed in leading your student to reject or control the inner obstacles that prevent him from reaching his optimal level of performance, the natural potential of this student will manifest itself without the need for massive technical input from the outside"

School Coaching is situated at the level of the person, following Devillard, there are two currents: Resolution Coaching, when the person is facing his/her limits, relationships, stress, communication or a specific or recurring problem; and Development Coaching, when the action is focused on a specific situation and the object is the development of the best means to achieve the objective. Both currents are confronted in a subtle way throughout the program.

This program offers an incursion into the field of Neurosciences and Neurodidactics as a theoretical basis, focusing on Emotional Intelligence and Education, on the importance of beliefs, values and identity, on academic performance and socioemotional well-being, giving way to the main active methodologies for the classroom: project-based learning, gamification, and *Flipped Classroom*, among others.

This **Postgraduate Diploma in Educational Coaching and Emotional Intelligence for Psychologists** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Educational Coaching and Emotional Intelligence for Psychologists.
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ What's new in Educational Coaching and Emotional Intelligence for Psychologists?
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Emphasis on innovative methodologies in Educational Coaching and Emotional Intelligence for Psychologists.
- ♦ 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



*Update your knowledge through the Postgraduate Diploma in Educational Coaching and Emotional Intelligence for Psychologists"*

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*This Postgraduate Diploma is the best investment you can make in the selection of an up-to-date program for two reasons: in addition to updating your knowledge in Educational Coaching and Emotional Intelligence for Psychologists, you will obtain a degree from TECH Global University”*

It includes in its teaching staff professionals belonging to the field of Educational Coaching and Emotional Intelligence for Psychologists, who pour into this specialization the experience of their work, as well as recognized specialists from prestigious reference societies and 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 experience designed to train for real-life situations.

The design of this program focuses on Problem-Based Learning, by means of which the psychology professional must try to solve the different professional practice situations that arise. For this, the specialist will have the help of an innovative interactive video system made by recognized experts in the field of Educational Coaching and Emotional Intelligence and with great experience.

*Increase your decision-making confidence by updating your knowledge with this University Expert course.*

*Take the opportunity to learn about the latest advances in Educational Coaching and Emotional Intelligence for Psychologists and improve your students' attention.*



# 02

## Objectives

The Postgraduate Diploma in Educational Coaching and Emotional Intelligence for Psychologists is aimed at facilitating the performance of the psychology professional dedicated to working with patients in all educational contexts. This specialization aims to increase the level of self-awareness. Each of its lines has not only the objective of focusing on the child, their family and psychologist, but also on the person as an agent of change who takes responsibility for his own process of metamorphosis, as a way to accompany and teach from coherence. In this way, a latent improvement is achieved in the child and adolescent and a consolidation of the psychology professional within the sector. All this allows both the improvement of the patient and the growth of the psychologist, who will be able to work successfully in different types of institutions.







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*This Postgraduate Diploma will allow you to update your knowledge in Educational Coaching and Emotional Intelligence for Psychologists with the use of the latest educational technology, to contribute with quality, safety and security to decision making"*



## General Objectives

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- Provide students with advanced specialization in the tools and resources of Educational Coaching and Emotional Intelligence of a specialized nature and based on theoretical and instrumental knowledge.
- Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in Educational Coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership.



*Take the step to catch up on the latest developments in Educational Coaching and Emotional Intelligence for Psychologists and become a prestigious psychologist"*



## Specific Objectives

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### Module 1. Neurosciences and Education

- Identify the concepts between Coaching, Neuroscience, Neurolearning, basic learning devices, multiple intelligences, movement and learning, Neurodidactics, and play within the educational fields
- Know the functioning of the brain and its structures
- Establish the concepts of learning and the different levels, styles, types, and competences of learning
- Relate the Basic Learning Devices and Executive Functions in the development of activities.
- Know the Multiple Intelligences and the favorability of implementing them in the educational field
- Recognize the importance of play as a tool for Neurodidactics and Learning
- Implement Movement and Learning exercises in the classroom as learning sessions
- Relate Coaching with Neuroscience and the empowerment it generates in students
- Determine clearly the way to refer students

### Module 2. Emotional Intelligence

- Identify what emotional intelligence is
- Discover the history behind emotional intelligence
- Distinguish myths from legends
- Know the functions of emotions
- Establish the characteristics of emotions
- Describe the processes of emotions
- Relate the interaction between emotion and thought processes
- Recognize the influence of emotions on thought processes

- ♦ Identify the various emotional competencies
- ♦ Know strategies for the development of emotional competences
- ♦ Characterize the process of emotional integration
- ♦ Know how to integrate the different emotions
- ♦ Identify the importance of motivation
- ♦ Recognize how to enhance motivation
- ♦ Know the characteristics of self-esteem
- ♦ Identify the components of self-esteem and how to foster them
- ♦ Understand the importance of the emotionally intelligent teacher
- ♦ Establish the benefits of the emotionally intelligent teacher
- ♦ Show how to apply emotional intelligence in the classroom
- ♦ Recognize the importance of emotional education in the classroom

### **Module 3. Beliefs, Values, and Identity**

- ♦ Identify what emotional intelligence is
- ♦ Discover the history behind emotional intelligence
- ♦ Distinguish myths from legends
- ♦ Know the functions of emotions
- ♦ Establish the characteristics of emotions
- ♦ Describe the processes of emotions
- ♦ Relate the interaction between emotion and thought processes
- ♦ Recognize the influence of emotions on thought processes
- ♦ Identify the various emotional competencies
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- ♦ Characterize the process of emotional integration
- ♦ Know how to integrate the different emotions
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- ♦ Know the characteristics of self-esteem
- ♦ Identify the components of self-esteem and how to foster them
- ♦ Understand the importance of the emotionally intelligent teacher
- ♦ Establish the benefits of the emotionally intelligent teacher
- ♦ Show how to apply emotional intelligence in the classroom
- ♦ Recognize the importance of emotional education in the classroom

### **Module 4. Active methodologies and innovation**

- ♦ Know what active methodologies are and how they work
- ♦ Delve into the concept of learning based on projects, problems and challenges
- ♦ Know the basic principles of learning based on thoughts, events or games
- ♦ Delve into how the flipped classroom works
- ♦ Learn about new trends in education
- ♦ Delve into the free, natural methodologies based on the development of the individual

03

# Course Management

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, who are aware of the relevance of up-to-date training and are committed to quality teaching through new educational technologies. This team of professionals, committed to train first level psychologists, has designed this very complete specialization that will enable professionals to practice successfully in social, health and educational institutions, being able to correctly influence the development of children and adolescents.





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*Learn from leading professionals, the latest advances in procedures in the field of Emotional Intelligence and Educational Coaching”.*

## International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his leadership positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a Senior Fellow of the Centre for Wellbeing Science at the University of Melbourne and an Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, UK.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



## Dr. Van Nieuwerburgh, Christian

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- ♦ Global Director at Growth Coaching International, Australia
- ♦ Executive Director of the International Centre for Coaching in Education
- ♦ Author and editor of key books in the field of coaching such as Coaching in Education: Getting Better Results for Students, Educators and Parents
- ♦ Ph.D. in English from the University of Birmingham
- ♦ Professional Master's Degree in Psychology from the University of East London
- ♦ Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- ♦ Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at the University of Melbourne, Australia

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*Thanks to TECH, you will be able to learn with the best professionals in the world”*

## Management



### **D. Romero Monteserín, José María**

- ♦ Academic Director at the Spanish Language School of the University of Salamanca in Lisbon.
- ♦ Collaborator in several ELE-USAL in Management.
- ♦ External Professor at the CIESE-Comillas Foundation in Management of Educational Centers and Training.
- ♦ Online Trainer in Management of Educational Centers at Fundación CIESE-Comillas
- ♦ Degree in Teaching at the Complutense University of Madrid
- ♦ Master's Degree in Educational Center Management from Universidad Antonio de Nebrija
- ♦ Master's Degree in Secondary School Teacher Training from CEU Cardenal Herrera University.
- ♦ Postgraduate Degree in School Organization
- ♦ Higher Technician in Human Resources Management.
- ♦ Higher Technician in In-Company Training
- ♦ Expert in Project Management





### **Dr. Riquelme Mellado, Francisco**

- ♦ Head of Studies at CEA Mar Menor. Torre-Pacheco, Murcia, Spain
- ♦ Teacher at the Regional Ministry of Education of the Region of Murcia.
- ♦ Professor of Drawing Specialty.
- ♦ Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia.
- ♦ Trainer of the Education Project and Head of the Botín Foundation in the Region of Murcia.
- ♦ He writes for the educational magazine INED21. Educational Project An Education for Being
- ♦ Blogger and educational disseminator
- ♦ Graduate in Fine Arts from the Polytechnic University of Valencia.
- ♦ Master's Degree in Art Therapy from the School of Practical Psychology of Murcia.
- ♦ Gestalt training with the SAT program of the Claudio Naranjo Foundation.
- ♦ ICF, ADESCO and AECOP certified Coach with competencies in NLP and Systemic Coaching.
- ♦ Trainer of Trainers for CEFIRE of Orihuela and CPR Murcia.



### Ms. Beltrán Catalán, María

- ♦ Pedagogical Therapist at Oriéntate con María
- ♦ Founder and Co-Director of the Spanish PostBullying Association.
- ♦ Doctor Cum Laude in Psychology from the University of Cordoba.
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville.



### Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical Advisor and External Educational Collaborator.
- ♦ Academic Coordinator at Campus Universitario Online
- ♦ Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities.
- ♦ Creation of INTEF Educational Contents in the Ministry of Education and Science.
- ♦ Degree in Primary Education with a specialization in English
- ♦ Psychopedagogue by the International University of Valencia.
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

## Professors

### Ms. Rodrigo Soriano, Roseta

- ♦ Clinical Psychologist at EVEL Center
- ♦ Responsible for the Psychopedagogical Area of the Atenea Study Center.
- ♦ Pedagogical Advisor at Cuadernos Rubio
- ♦ Editor of Hacer Familia Magazine
- ♦ Editor of Webconsultas Healthcare Medical Team.
- ♦ Collaborator at the Eduardo Punset Foundation
- ♦ Degree in Psychology from UNED
- ♦ Graduate in Pedagogy from the Complutense University of Madrid.
- ♦ University Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence by the UNED (UNED).
- ♦ Specialist in Clinical Psychology and Child Psychotherapy by INUPSI.
- ♦ Trained in Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions and Communication.

### Ms. Visconti Ibarra, Martín

- ♦ General Director at Academia Europea Guadalajara
- ♦ Former General Director at Academia Europea Bilingual School
- ♦ Expert in Educational Sciences, Emotional Intelligence and Counselor
- ♦ Former Scientific Advisor to the Spanish Parliament
- ♦ Collaborator of the Juegaterapia Foundation
- ♦ Master's Degree in Management of Educational Centers
- ♦ Online Master's Degree in Learning Difficulties and Cognitive Processes
- ♦ Degree in Primary Education

### Dr. Álvarez Medina, Nazaret

- ♦ Official educational counselor as part of the body of secondary education teachers in the Community of Madrid
- ♦ Trainer for public teaching competitive examinations
- ♦ Principal at Jesús del Monte public school, Hazas de Cesto, Cantabria
- ♦ Principal at Aurelio E. Acosta Fernández public school, Santiago del Teide
- ♦ Doctorate in Psychology, Complutense University of Madrid
- ♦ Degree in Psychopedagogy, Open University of Catalonia
- ♦ Graduate in Primary Education, Major in English as a Foreign Language, Camilo José Cela University
- ♦ Postgraduate Studies in Coaching Psychology, Complutense University of Madrid
- ♦ Official Master's Degree in Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language, University of La Laguna
- ♦ Degree in Educational and Executive Coaching, Complutense University of Madrid
- ♦ University Expert in Analytical Knowledge Society, International University of La Rioja

# 04

## Structure and Content

The structure of the contents has been designed by a team of experts in psychology and education, who have taken into account the latest strategies and developments in coaching, especially at the educational level. These contents will be the main basis for the psychology professional to grow and consolidate within this sector with greater guarantees of success, attending children and adolescents in an optimal way and helping them in their cognitive and emotional development process. All this will enable the professional to position himself as a prestigious psychologist.





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*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"*

## Module 1. Neurosciences and Education

- 1.1. Neuroscience
  - 1.1.1. Introduction
  - 1.1.2. Concept of Neuroscience
  - 1.1.3. Neuromyths
    - 1.1.3.1. We Only Use 10% of the Brain
    - 1.1.3.2. Right Brain vs. Left Brain
    - 1.1.3.3. Learning Styles
    - 1.1.3.4. Male Brain vs. Female Brain
    - 1.1.3.5. Critical Learning Periods
- 1.2. The Brain
  - 1.2.1. Brain Structures
    - 1.2.1.1. Cerebral Cortex
    - 1.2.1.2. Cerebellum
    - 1.2.1.3. Basal Ganglia
    - 1.2.1.4. Limbic System
    - 1.2.1.5. Brainstem
    - 1.2.1.6. Thalamus
    - 1.2.1.7. Spinal Cord
    - 1.2.1.8. Main Functions of the Brain
  - 1.2.2. Triune Model
    - 1.2.2.1. The Reptilian Brain
    - 1.2.2.2. The Emotional Brain
    - 1.2.2.3. The Neocortex
  - 1.2.3. Bilateral Model
    - 1.2.3.1. The Right Hemisphere
    - 1.2.3.2. The Left Hemisphere
    - 1.2.3.3. Functioning of the Cerebral Hemispheres
  - 1.2.4. Cognitive Brain and Emotional Brain
    - 1.2.4.1. The Rational Brain
    - 1.2.4.2. The Emotional Brain
  - 1.2.5. Neurons
    - 1.2.5.1. What are they?
    - 1.2.5.2. Neuronal Pruning
  - 1.2.6. What are Neurotransmitters?
    - 1.2.6.1. Dopamine
    - 1.2.6.2. Serotonin
    - 1.2.6.3. Endorphin
    - 1.2.6.4. Glutamate
    - 1.2.6.5. Acetylcholine
    - 1.2.6.6. Norepinephrine
- 1.3. Neuroscience and Learning
  - 1.3.1. What is Learning?
    - 1.3.1.1. Learning as Memorization
    - 1.3.1.2. Learning as Accumulation of Information
    - 1.3.1.3. Learning as Interpretation of Reality
    - 1.3.1.4. Learning as Action
  - 1.3.2. Mirror Neurons
    - 1.3.2.1. Learning by Example
  - 1.3.3. Levels of Learning
    - 1.3.3.1. Bloom's Taxonomy
    - 1.3.3.2. SOLO Taxonomy
    - 1.3.3.3. Levels of Knowledge
  - 1.3.4. Learning Styles
    - 1.3.4.1. Convergent
    - 1.3.4.2. Divergent
    - 1.3.4.3. Accommodating
    - 1.3.4.4. Assimilator
  - 1.3.5. Types of Learning
    - 1.3.5.1. Implicit Learning
    - 1.3.5.2. Explicit Learning
    - 1.3.5.3. Associative Learning
    - 1.3.5.4. Significant Learning
    - 1.3.5.5. Cooperative Learning
    - 1.3.5.6. Cooperative Learning
    - 1.3.5.7. Emotional Learning
    - 1.3.5.8. Rote Learning
    - 1.3.5.9. Discovery Learning



- 1.3.6. Competencies for Learning
- 1.4. Multiple intelligences
  - 1.4.1. Definition
    - 1.4.1.1. According to Howard Gardner
    - 1.4.1.2. According to other Authors
  - 1.4.2. Classification
    - 1.4.2.1. Linguistic Intelligence
    - 1.4.2.2. Logical-Mathematical Intelligence
    - 1.4.2.3. Spatial Intelligence
    - 1.4.2.4. Musical Intelligence
    - 1.4.2.5. Body and Kinesthetic Intelligence
    - 1.4.2.6. Intrapersonal Intelligence
    - 1.4.2.7. Interpersonal Intelligence
    - 1.4.2.8. Naturopathic Intelligence
  - 1.4.3. Multiple Intelligences and Neurodidactics
  - 1.4.4. How to Work the IIMM in the Classroom
  - 1.4.5. Advantages and Disadvantages of Applying the IIMM in Education
- 1.5. Neuroscience- Education
  - 1.5.1. Neuroeducation
    - 1.5.1.1. Introduction
    - 1.5.1.2. What is Neuroeducation?
  - 1.5.2. Brain Plasticity
    - 1.5.2.1. Synaptic Plasticity
    - 1.5.2.2. Neurogenesis
    - 1.5.2.3. Learning, Environment, and Experience
    - 1.5.2.4. The Pygmalion Effect
  - 1.5.3. Memory
    - 1.5.3.1. What is Memory?
    - 1.5.3.2. Types of Memory
    - 1.5.3.3. Levels of Processing
    - 1.5.3.4. Memory and Emotion

- 1.5.3.5. Memory and Motivation
- 1.5.4. Emotion
  - 1.5.4.1. Binomial Emotion and Cognition
  - 1.5.4.2. Primary Emotions
  - 1.5.4.3. Secondary Emotions
  - 1.5.4.4. Functions of Emotions
  - 1.5.4.5. Emotional States and Implication in the Learning Process
- 1.5.5. Attention
  - 1.5.5.1. Attentional Networks
  - 1.5.5.2. Relationship between Attention, Memory, and Emotion
  - 1.5.5.3. Executive Attention
- 1.5.6. Motivation
  - 1.5.6.1. The 7 stages of School Motivation
- 1.5.7. Contributions of Neuroscience to Learning
- 1.5.8. What is Neurodidactics?
- 1.5.9. Contributions of Neurodidactics to Learning Strategies
- 1.6. Neuroeducation in the Classroom
  - 1.6.1. The figure of the Neuroeducator
  - 1.6.2. Neuroeducational and Neuropedagogical Importance
  - 1.6.3. Mirror Neurons and Teacher Empathy
  - 1.6.4. Empathic Attitude and Learning
  - 1.6.5. Classroom Applications
  - 1.6.6. Classroom Organization
  - 1.6.7. Proposal for Classroom Improvement
- 1.7. Playing and New Technologies
  - 1.7.1. Etymology of Playing
  - 1.7.2. Benefits of Playing
  - 1.7.3. Learning by Playing
  - 1.7.4. The Neurocognitive Process
  - 1.7.5. Basic Principles of Educational Games
  - 1.7.6. Neuroeducation and Board Games
  - 1.7.7. Educational Technology and Neuroscience
    - 1.7.7.1. Integration of Technology in the Classroom

- 1.7.8. Development of Executive Functions
- 1.8. Body and Brain
  - 1.8.1. The Connection between Body and Brain
  - 1.8.2. The Social Brain
  - 1.8.3. How do we prepare the Brain for Learning?
  - 1.8.4. Feeding
    - 1.8.4.1. Nutritional Habits
  - 1.8.5. Rest
    - 1.8.5.1. Importance of Sleep in Learning
  - 1.8.6. Exercise
    - 1.8.6.1. Physical Exercise and Learning
- 1.9. Neuroscience and School Failure
  - 1.9.1. Benefits of Neuroscience
  - 1.9.2. Learning Disorders
  - 1.9.3. Elements for a Success-oriented Pedagogy
  - 1.9.4. Some suggestions for improving the Learning Process
- 1.10. Reason and Emotion
  - 1.10.1. The Binomial Reason and Emotion
  - 1.10.2. What are Emotions Good for?
  - 1.10.3. Why Educate Emotions in the Classroom?
  - 1.10.4. Effective Learning through Emotions

## Module 2. Emotional Intelligence

- 2.1. Definition of Emotional Intelligence
  - 2.1.1. Historical Background of EI
  - 2.1.2. Origin and Development of EI in Spain
  - 2.1.3. Different Authors who have Coined a Definition of EI
  - 2.1.4. Thorndike and Social Intelligence
  - 2.1.5. Salovey and Mayer
  - 2.1.6. Daniel Goleman
  - 2.1.7. Definition of Emotional Intelligence
  - 2.1.8. Components of Emotional Intelligence
  - 2.1.9. Characteristics of EI Capabilities



- 2.1.10. Keys to Develop Emotional Intelligence
- 2.2. Emotions
  - 2.2.1. Emotion? the Road to a Definition
  - 2.2.2. What are Emotions for?
  - 2.2.3. Emotional Process
    - 2.2.3.1. Difference between Emotion and Feeling
  - 2.2.4. Classification and Types of Emotions
- 2.3. Emotions, Attitude, and Competence
  - 2.3.1. Attitude
    - 2.3.1.1. What is Attitude?
    - 2.3.1.2. Components of Attitude
  - 2.3.2. Optimism
  - 2.3.3. Emotional Competencies
  - 2.3.4. Social Skills or Interpersonal Relationships
- 2.4. Emotional Management
  - 2.4.1. What does Emotional Management Consist of?
  - 2.4.2. Self-knowledge
  - 2.4.3. Emotional Awareness
  - 2.4.4. Self-Appraisal
    - 2.4.4.1. Our Strengths and Weaknesses
  - 2.4.5. Internal Communication
  - 2.4.6. External Communication
    - 2.4.6.1. The Power of Words
  - 2.4.7. Assertiveness
    - 2.4.7.1. Communicative Styles
  - 2.4.8. Non-verbal Language
  - 2.4.9. Posture and Emotions
- 2.5. Emotional Intelligence and Education
  - 2.5.1. Emotional Intelligence in the Classroom
  - 2.5.2. Advantages of EI in the Classroom
  - 2.5.3. Benefits of Emotional Intelligence
  - 2.5.4. Emotional Intelligence in the Student Body
  - 2.5.5. Classroom Climate
    - 2.5.5.1. The Relationship between the Teacher and the Students
    - 4.5.5.2. The Relationship between Students in the Classroom
- 2.5.6. Emotional Understanding in the Classroom
- 2.5.7. Emotional Intelligence and Academic Performance
- 2.5.8. Emotional Learning
- 2.5.9. Tools for Classroom Management
- 2.6. Thinking Skills
  - 2.6.1. Approach to the Concept
  - 2.6.2. Types of Capabilities and Links between Them
- 2.7. Self-Motivation and Achievement Capabilities
  - 2.7.1. Emotional Education in Teacher Training
  - 2.7.2. Emotions in Teaching Practice
- 2.8. Teacher Welfare
  - 2.8.1. The Keys to Teacher Well-being
  - 2.8.2. Emotional Education and the Role of the Teacher
  - 2.8.3. The Emotional Thinking Method
    - 2.8.3.1. Self-Knowledge
    - 2.8.3.2. Self-Esteem
    - 2.8.3.3. Emotional Control
    - 2.8.3.4. Motivation
    - 2.8.3.5. Empathy
    - 2.8.3.6. Leadership.
    - 2.8.3.7. The Emotionally Intelligent Teacher
    - 2.8.3.8. Empathy and Communication with Students
    - 2.8.3.9. Techniques to Obtain Enriching Feedback
- 2.9. Habits of People with High Emotional Intelligence
  - 2.9.1. What is a Person with High Emotional Intelligence?
  - 2.9.2. The Triad of Success
  - 2.9.3. Personal Vision
  - 2.9.4. Personal Leadership
  - 2.9.5. Personal Administration and Management
  - 2.9.6. Interpersonal Leadership
  - 2.9.7. Synergy
  - 2.9.8. Flexibility and Creative Adaptation
  - 2.9.9. Resilience

- 2.9.10. Elements that Generate High Performance
- 2.10. Highly Sensitive People
  - 2.10.1. Approach to the Concept
  - 2.10.2. High Sensitivity and Other Personality Traits

### Module 3. Beliefs, Values, and Identity

- 3.1. Nature of Beliefs
  - 3.1.1. Concepts about Beliefs
  - 3.1.2. Characteristics of a Belief
  - 3.1.3. Belief Formation
  - 3.1.4. Behavior and Beliefs
  - 3.1.5. Limiting Beliefs
  - 3.1.6. Empowering Beliefs
  - 3.1.7. Origin of Limiting Beliefs
- 3.2. Managing Belief Change
  - 3.2.1. Healing the Past
  - 3.2.2. Basis of Coping with Belief Change
  - 3.2.3. Robert Dilts
  - 3.2.4. Morty Lefkoe
  - 3.2.5. "The Word", Byron Katie
- 3.3. Mindset for Change and Innovation
  - 3.3.1. Fixed Mindset
  - 3.3.2. Growth Mindset
  - 3.3.3. Comparing Fixed and Growth Mindsets
  - 3.3.4. Attitude for Change and Innovation
  - 3.3.5. Zone of Inertia
  - 3.3.6. Learning Zone
- 3.4. Coaching and Change
  - 3.4.1. Simon Sinek's Golden Circle
  - 3.4.2. Neurological Levels of Change and Learning
    - 3.4.2.1. Environment.
    - 3.4.2.2. Behaviour
    - 3.4.2.3. Capacity
    - 3.4.2.4. Values and Beliefs
    - 3.4.2.5. Identity
- 3.4.2.6. Transpersonality
- 3.4.3. Remedial Changes
- 3.4.4. Generative Changes
- 3.4.5. Evolutionary Changes
- 3.4.6. Recognition of the Neurological Level
- 3.5. Values and Counter-Values
  - 3.5.1. Conceptualization of Values
  - 3.5.2. Types of Values
  - 3.5.3. Learning of Values
  - 3.5.4. Values and Behavior
  - 3.5.5. Counter-values
  - 3.5.6. Value Recognition Dynamics
  - 3.5.7. Dynamics for Counter-value Recognition
- 3.6. Identity
  - 3.6.1. Identity Traits
  - 3.6.2. Concept of Identity
  - 3.6.3. Tradition and Identity
  - 3.6.4. Psychological Models and Identity
  - 3.6.5. Identity and Science
- 3.7. Personality Models
  - 3.7.1. Enneagram
  - 3.7.2. Discovery of One's Own Enneagram
  - 3.7.3. Evolution from the Enneagram
  - 3.7.4. Use of the Enneagram in Social and Group Interactions
  - 3.7.5. Inner Archetypes
  - 3.7.6. Transformational Coaching
- 3.8. Logical Levels
  - 3.8.1. Human Needs and Maslow's Pyramid
  - 3.8.2. Richard Barrett's Levels of Consciousness
  - 3.8.3. Self-realization
  - 3.8.4. Altruism and Service

- 3.8.5. Alignment of Levels
- 3.9. Approach to Beliefs, Values, and Identity in Education
  - 3.9.1. Beliefs for Educational Excellence
  - 3.9.2. Pygmalion Effect
  - 3.9.3. The Importance of High Expectations
  - 3.9.4. Diversity: Inclusiveness
  - 3.9.5. The Values of Positive Psychology
  - 3.9.6. Values-based Education
  - 3.9.7. Self-esteem and Recognition: Identity Construction

## Module 4. Active methodologies and innovation

- 4.1. Active Methodologies
  - 4.1.1. What are Active Methodologies??
  - 4.1.2. Keys for Methodological Development from the Students Activity
  - 4.1.3. Relationship Between Learning and Active Methodologies
  - 4.1.4. History of Active Methodologies
    - 4.1.4.1. From Socrates to Pestalozzi
    - 4.1.4.2. Dewey
    - 4.1.4.3. Institutions Promoting Active Methodologies
      - 4.1.4.3.1. The Free Institution of Education
      - 4.1.4.3.2. The New School
      - 4.1.4.3.3. The Unique Republican School
- 4.2. Project-Based Learning, Problems and Challenges
  - 4.2.1. Travel Companions Cooperation Between Teachers
  - 4.2.2. Phases of PBL Design
    - 4.2.2.1. Tasks, Activities and Exercises
    - 4.2.2.2. Rich Socialization
    - 4.2.2.3. Research Tasks
  - 4.2.3. Phases of PBL Development
    - 4.2.3.1. Benjamin Bloom's Theories
    - 4.2.3.2. Bloom's Taxonomy
    - 4.2.3.3. Bloom's Taxonomy revised
    - 4.2.3.4. Bloom's Pyramid
    - 4.2.3.5. David A. Kolb's Theory: Experience-Based Learning
  - 4.2.4. The Final Product
    - 4.2.4.1. Types of Final Product
  - 4.2.5. Evaluation in PBL
    - 4.2.5.1. Evaluation Techniques and Instruments
    - 4.2.5.2. Observation
    - 4.2.5.3. Performance
    - 4.2.5.4. Questions
  - 4.2.6. Practical Examples PBL Projects
- 4.3. Thought-Based Learning
  - 4.3.1. Basic Principles
    - 4.3.1.1. Why, How and Where to Improve Thought?
    - 4.3.1.2. Thought Organizers
    - 4.3.1.3. The Infusion with the Academic Curriculum
    - 4.3.1.4. Attention to Skills, Processes and Disposition
    - 4.3.1.5. The Importance of Being Explicit
    - 4.3.1.6. Attention to Metacognition
    - 4.3.1.7. Learning Transfer
    - 4.3.1.8. Construct an Infused Program
    - 4.3.1.9. The Need for Continuous Personal Development
  - 4.3.2. Teach to Think *TBL*
    - 4.3.2.1. Collaborative Creation of Thought Maps
    - 4.3.2.2. Thinking Skills
    - 4.3.2.3. Metacognition
    - 4.3.2.4. Thought Design
- 4.4. Event-Based Learning
  - 4.4.1. Approach to the Concept
  - 4.4.2. Basis and Foundations
  - 4.4.3. The Pedagogy of Sustainability
  - 4.4.4. Benefits of Learning
- 4.5. Play-Based Learning

- 4.5.1. Games as Learning Resources
- 4.5.2. Gamification
  - 4.5.2.1. What is Gamification??
  - 4.5.2.2. Fundamentals
  - 4.5.2.3. Narration
  - 4.5.2.4. Dynamics
  - 4.5.2.5. Mechanisms
  - 4.5.2.6. Components.
  - 4.5.2.7. Insignias
  - 4.5.2.8. Gamification Apps
  - 4.5.2.9. Examples:
  - 4.5.2.10. Criticisms of Gamification, Limitations and Common Errors
- 4.5.3. Why use Videogames in Education?
- 4.5.4. Types of Players According to the Richard Bartle Theory
- 4.5.5. Escape rooms/*Breakedu*, an Organizational way of Understanding Education
- 4.6. *Flipped Classroom*
  - 4.6.1. Organization of Working Time
  - 4.6.2. Advantages of the Flipped Classroom
    - 4.6.2.1. How can I Effectively Teach using Flipped Classrooms?
  - 4.6.3. Disadvantages of the Flipped Classroom Focus
  - 4.6.4. The Four Pillars of the Flipped Classroom
  - 4.6.5. Resources and Tools
  - 4.6.6. Practical Examples
- 4.7. Other Trends in Education
  - 4.7.1. Robotics and Programming in Education
  - 4.7.2. *E-learning*, *Micro-learning* and Other Trends in Networked Methodologies
  - 4.7.3. Neuroeducation- Based Learning
- 4.8. Free, Natural Methodologies based on Individual Development
  - 4.8.1. Waldorf Pedagogy
    - 4.8.1.1. Methodological Basis
    - 4.8.1.2. Strengths, Opportunities and Weaknesses
  - 4.8.2. Maria Montessori, the Pedagogy of Responsibility
    - 4.8.2.1. Methodological Basis





- 4.8.2.2. Strengths, Opportunities and Weaknesses
- 4.8.3. Summerhill, a Radical Point of View on How to Teach
  - 4.8.3.1. Methodological Basis
  - 4.8.3.2. Strengths, Opportunities and Weaknesses
- 4.9. Educational Inclusion
  - 4.9.1. Is there Innovation without Inclusion?
  - 4.9.2. Cooperative Learning
    - 4.9.2.1. Principles
    - 4.9.2.2. Group Cohesion
    - 4.9.2.3. Simple and Complex Dynamics
  - 4.9.3. Shared Teaching
    - 4.9.3.1. Ratio and Attention to Students
    - 4.9.3.2. Teacher Coordination, as a Strategy for Student Achievement
  - 4.9.4. Multilevel Teaching
    - 4.9.4.1. Definition
    - 4.9.4.2. Models
  - 4.9.5. Universal Learning Design
    - 4.9.5.1. Principles
    - 4.9.5.2. Guidelines
  - 4.9.6. Inclusive Experiences
    - 4.9.6.1. Rome Project
    - 4.9.6.2. Interactive Groups
    - 4.9.6.3. Dialogical Gatherings
    - 4.9.6.4. Learning Communities
    - 4.9.6.5. *Includ-ED* Project

“ A unique, key, and decisive 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: ***Re-learning***.

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 Re-learning, 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 you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, 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 a 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.



## Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: *Re-learning*.

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 *Re-Learning* 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.

*Re-learning 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 multimedia content presentation training Exclusive system 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 your 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 Educational Coaching and Emotional Intelligence for Psychologists guarantees, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma issued by TECH Global University.



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*Successfully complete this training program and receive your university certificate without travel or laborious paperwork"*

This private qualification will allow you to obtain a **Postgraduate Diploma in Educational Coaching and Emotional Intelligence for Psychologists** 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 Educational Coaching and Emotional Intelligence for Psychologists**

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  
online training  
development language  
classroom



**Postgraduate Diploma**  
**Educational Coaching and**  
**Emotional Intelligence**  
**for Psychologists**

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

# Postgraduate Diploma

Educational Coaching and Emotional  
Intelligence for Psychologists

