

Postgraduate Diploma

Psychoeducational Intervention in High-Capacity Individuals





Postgraduate Diploma Psychoeducational Intervention in High-Capacity Individuals

- » 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-psychoeducational-intervention-high-capacity-individuals

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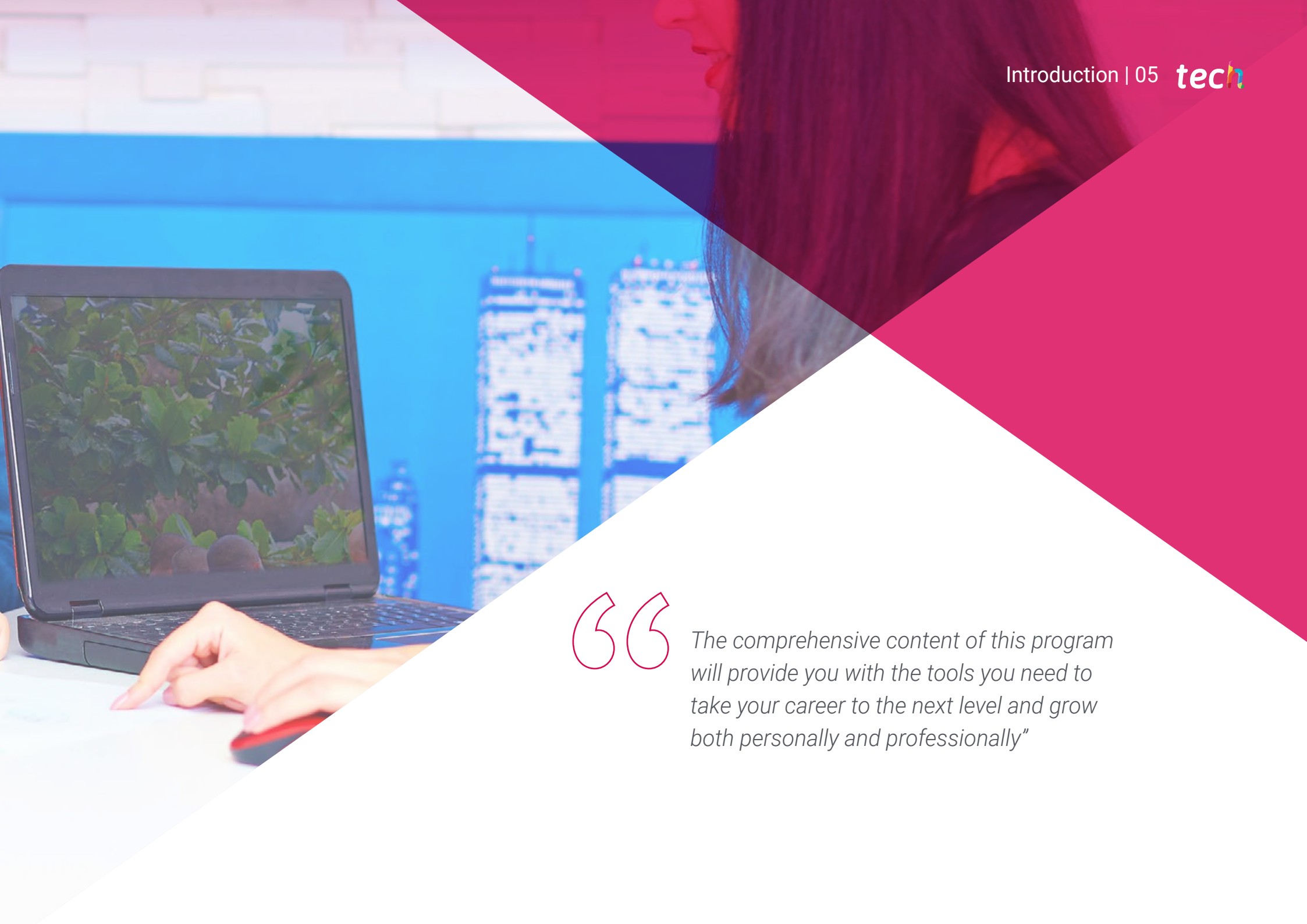
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01

Introduction

High Capacities are a latent reality in children and adolescents all over the world and each one has its own characteristics. Thanks to research from the Neurosciences, ideas are being transformed in terms of the approach to people with this profile, and it is vital that psychologists are aware of the advances in this area to be able to offer an adequate service, and innovate in the methods of interaction and enhancement of these abilities. For this reason, TECH has designed this 100% online educational program, with the latest advances in Psychoeducational Intervention in High Capacity Individuals for psychologists who wish to evolve in their daily practice. Its comprehensive syllabus will help you take your career to the next level in a booming field.





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The comprehensive content of this program will provide you with the tools you need to take your career to the next level and grow both personally and professionally”

In a school environment where there is a tendency to homogenize education and treat students as part of a whole instead of as individual beings with their own requirements and abilities, performance or adaptation problems arise. It is here where the psychologist plays a fundamental role to implement precise actions that help to interpret the educational and emotional needs of children with this profile and make the most of their potential.

In this sense, the preparation and updating of the Psychology professional in terms of Psychoeducational Intervention in High Capacity Individuals is a key to the future of their evolution, being able to provide real solutions to a sector of the population that in many cases is neglected and increasingly needs the support of specialists.

Therefore, this TECH educational program is a crucial tool for the personal and professional development of the psychologist who in only 6 months will learn how to deal with these cases effectively and according to the latest evidence in the field. Students will be able to differentiate between Special and Specific Educational Needs, will understand the criteria of maximum normality that are intended with an Inclusive Education and will know the differential cortical development of High Capacities, both at a structural and functional level.

Likewise, through this study, the student will learn the classification of High Capacities in the wide spectrum that represents this multidimensional reality, reviewing real cases of the different types of talent, both simple and compound, and will analyze the different models that explain learning styles.

These, among many other aspects, will be expanded in an unique teaching load developed by teaching experts chosen exclusively for the direction of this program. This is how students will obtain an unprecedented study material that will serve them for their professional and personal evolution, which they will study 100% online, without pre-established schedules or transfers to a classroom.

This **Postgraduate Diploma in Psychoeducational Intervention in High-Capacity Individuals** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ Case studies presented by experts in High-Capacity Individuals and Inclusive Education
- ◆ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where self-assessment can be used to improve learning.
- ◆ Its special emphasis on innovative 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



A revolutionary program and methodology that will become the main driver of your professional and personal growth"

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You will delve into the role of the psychologist in the attention to diversity and High Capacity Individuals”

The program's teaching staff includes professionals from the industry who contribute their work experience to this program, as well as renowned specialists from leading 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 immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will plan precise orientations to favor the development of each of the learning styles in patients with High Capacities.

With TECH you don't have to worry about going to a classroom or being on time. You set the pace of study.



02

Objectives

This program has been designed especially for psychologists who want to perfect their interventions with children and adolescents with High Capacities and to establish the correct protocols to strengthen their development. For this reason, TECH's objective is to introduce the most advanced techniques for working with gifted patients. For this make this possible, we have prepared a series of educational tools that will allow you to acquire the necessary knowledge to develop in this field, knowing all the details of the profession. Students will only be able to carry out their objectives successfully if they are adequately prepared.





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Project your professional skills to another level by taking this Postgraduate Diploma”



General Objectives

- ♦ Train participants to recognize and initiate the detection of children who present characteristics compatible with the high-capacity spectrum
- ♦ Introduce the main characteristics of high-capacity individuals, as well as to the pedagogical, scientific and legal framework in which this reality is framed
- ♦ Show the main assessment tools, as well as the criteria to complete the process of identifying the specific educational needs required for high-capacity individuals
- ♦ Enable students in the use of techniques and strategies for educational intervention, as well as for response orientation in different extracurricular areas
- ♦ Develop the capacity to elaborate specific adaptations, and collaborate in or promote integral programs within educational projects and attention plans for diversity at the center
- ♦ Value the multidimensionality of high capacities and the need for multiprofessional interventions with flexible and adaptive methodologies from an inclusive perspective
- ♦ Consolidate innovation and the application of new technologies as a central and useful element in the educational process
- ♦ Awaken in students the necessary sensitivity and initiative to become the driving the necessary paradigmatic change that will make an inclusive educational system possible



Specific Objectives

Module 1. Intervention in High-Capacity Individuals

- ♦ Know the integrated diagnostic model and its phases
- ♦ Know the comorbidities that usually accompany the spectrum of high-capacity individuals
- ♦ Differentiate between manifestations or symptoms that could be related to high capacity and symptoms that could be related to the presence of disorders
- ♦ Organize the decision-making process based on initial diagnoses
- ♦ Propose specific lines of action for educational intervention
- ♦ Analyze the lines of intervention proposed at family and personal levels based on case studies assessing their impact

Module 2. Educational Strategies and Methodologies

- ♦ Identify the educational needs of students with high capacities
- ♦ Understand the importance of implementing precise curricular adaptations
- ♦ Critique the different educational measures proposed by educational administrations by analyzing the advantages and disadvantages
- ♦ Demonstrate the need for early intervention and the necessary accompaniment of an integrated and proactive diagnosis
- ♦ Understand the different rhythms of cognitive, physical and emotional development, as well as the incidence of dyssynchronies in this development
- ♦ Know the classification of high-capacity individuals in the broad spectrum that represents this multidimensional reality

- ♦ Interpret the differential cognitive profiles
- ♦ Differentiate between quantitative and qualitative cut-off points on both sides of population statistical distribution
- ♦ Know the characteristics of intellectual precocity in infants and primary school stages
- ♦ Analyze real cases of intellectual precocity
- ♦ Describe the different types of talent, both simple and compound
- ♦ Review real cases of the different types of talent, both simple and compound

Module 3. Self-regulated Learning

- ♦ Analyze the differential characteristics and complexity of giftedness, as well as the underlying clinical variables
- ♦ Become familiar with practical cases of giftedness in secondary education
- ♦ Interpret gender and developmental differential variables that accompany giftedness
- ♦ Discuss the importance of assessing and considering the cognitive learning styles of students in the design of educational programs
- ♦ Analyze the different models that explain learning styles
- ♦ Compare learning styles with cognitive styles
- ♦ Compare assessment tools of cognitive learning styles

Module 4. Creativity and Emotional Education in the Classroom

- ♦ Plan actions and precise guidance to favor the development of each learning style
- ♦ Know the main obstacles and aspects to avoid in order not to compromise Normal student development while respecting their learning styles
- ♦ Discuss the consideration of learning styles and their repercussion on the different educational stages
- ♦ Understand the process of identifying specific educational needs regarding high-capacity individuals
- ♦ Plan the most frequent questions and answers regarding the detection of student potential
- ♦ Propose strategies and projects for initial screening in schools
- ♦ Differentiate between individual screening and group-classroom screening
- ♦ Review screening projects carried out in our environment
- ♦ Know the different screening protocols and tools used with teachers, students and families
- ♦ Apply screening instruments in close contexts

03

Course Management

The Postgraduate Diploma in Psychoeducational Intervention in High-Capacity Individuals includes in its teaching staff reference specialists in the field. This group of professionals brings the experience of their work to this qualification. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner. This will ensure that, upon completion of the program, you will have acquired first-class, cross-cutting knowledge.





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The best teachers in today's educational market are with TECH. Don't miss the opportunity to to know best team”

Address



Dr. Medina Cañada, Carmen Gloria

- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ♦ Psychologist and Speech Therapist at the Asperger's Association of the Canary Islands (ASPERCAN)
- ♦ Psychologist and Speech Therapist at Yoyi
- ♦ Psychologist and Speech therapist at the Centro de Estudios Audiológicos y Logopedia (Center for Audiology and Speech Therapy Studies)
- ♦ Psychologist of minors in the Psychological Orientation Area at ANSITE
- ♦ Bachelor's PhD in Pedagogy, University of La Laguna
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Degree in Primary Education from La Laguna University

Professors

Dr. Peguero Álvarez, María Isabel

- ♦ Specialist in Family Medicine and Pharmacy, Extremeño Service of Health
- ♦ Family Physician with functions in Pediatrics in Primary Care
- ♦ Coordinator of the Primary Care team in the Extremadura Health Service
- ♦ Author of several publications related to high capacities and of the Guía Práctica Clínica en Atención Primaria (Clinical Practice Guide in Primary Care)
- ♦ Participation in various forums, congresses and conferences related to high capacities

Ms. Rodríguez Ventura, María Isabel

- ♦ Director, Coordinator and Therapist at Gabinete Pedagógico Lanzarote SL
- ♦ Coordinator, Therapist and Head Pedagogue at Asociación Creciendo Yaiza
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Master's Degree in Intervention in Learning Difficulties from University ISEP
- ♦ Member of : the Instituto Canario de Altas Capacidades (Canary Institute of High-Capacity Individuals) Lanzarote delegation

Mr. Hernández Calvín, Francisco Javier

- ♦ Specialist in Psychopedagogy and High Capacities
- ♦ Manager of Neurosynchrony (Alicante)
- ♦ Judicial Expert at the Valencia Community International Institute of High Capacities
- ♦ Degree in Psychopedagogy from ULPGC
- ♦ Postgraduate certificate in Primary Education from the Autonomous University of Gran Canaria (ULPGC)
- ♦ Professional Master's Degree in High Abilities by CEU Cardenal Herrera University

D. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Club de Talentos
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of the PI Study Center
- ♦ Director of the Web Applications Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain
- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning , Tech Education
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master' s Degree in E-Commerce
- ♦ Specialist in the latest technologies applied to teaching, digital marketing, web application development and Internet business

Ms. Pérez Santana, Lirian Ivana

- ♦ Psychologist Specialized in High Intellectual Capacities
- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities)
- ♦ Guidance Counselor at IES Vega de San Mateo
- ♦ Guidance counselor at CPEIPS Nuestra Señora de las Nieves
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ International Master's Degree in Forensic Psychology from the Spanish Association of Behavioral Psychology

Ms. Herrera Franquis, María del Carmen

- ♦ Director of the Canary Islands Psychological Center
- ♦ Director of the Canary Islands Institute of High-Capacity Individuals in Tenerife
- ♦ Teacher in university studies and of Postgraduate
- ♦ Degree in Psychology
- ♦ Expert in the Psychological Approach to Personality Disorders in Childhood and Adolescence
- ♦ Member of: National Network of Psychologists for the Psychological Attention to Victims of Terrorism of the Ministry of the Interior

Mr. Hernández Felipe, Eduardo

- ♦ Psychologist Expert in High Abilities and Social Intervention
- ♦ Psychologist Responsible for an Immediate Care Center
- ♦ Child and Adolescent Psychologist at DUO Center
- ♦ Psychologist at The Catholic Worker Farm
- ♦ Collaborator in the the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ♦ Degree in Psychology from the University of La Laguna
- ♦ Master's Degree in Family Intervention from the University of Gran Canaria
- ♦ Master's Degree in General Health Psychology from the University of Valencia
- ♦ Master's Degree in High Abilities and Inclusive Education





Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical advisor and external educational collaborator
- ♦ Academic Coordinator Online University in Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Content at the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Educational psychologist from the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

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An unique, key, and decisive educational experience to boost your professional development”

04

Structure and Content

Thanks to TECH's interest in offering high quality and advanced educational programs, it relies on the latest technology and methodology for the design of all the educational material. This is the 100% online system and the *Relearning* method, of proven effectiveness, which allows the rapid assimilation of all content.

Students will be able to study from wherever they are, because all they need is a device with an internet connection. This way, they can easily organize their time and space to reach their goal in 6 months.



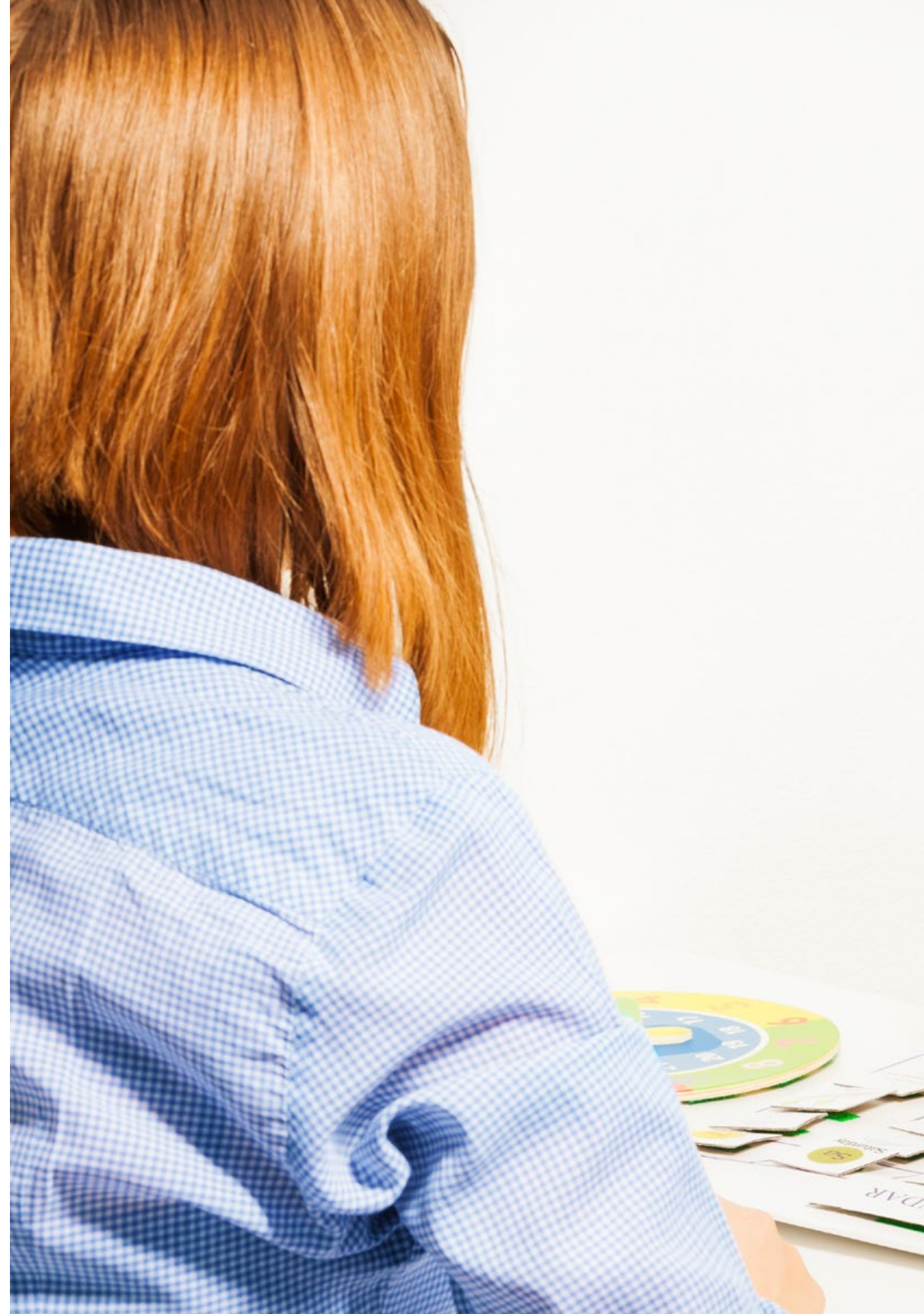


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This syllabus contains all the advances in Psychoeducational Intervention in High Capacity Individuals and you can study it 100% online”

Module 1. Intervention in High-Capacity Individuals

- 1.1. Techniques to Improve Self-Esteem
 - 1.1.1. Understand how self-esteem is formed
 - 1.1.2. Techniques to Improve Self-Esteem
- 1.2. Coping and Problem-Solving Strategies
 - 1.2.1. Coping Strategies
 - 1.2.2. Self-instructions
 - 1.2.3. Problem-Solving Techniques
- 1.3. Social Skills
 - 1.3.1. The Importance of Social Skills at HC
 - 1.3.2. Models and Social Skills types
- 1.4. Emotional Management
 - 1.4.1. Emotion Recognition
 - 1.4.2. Expression of Emotions
- 1.5. Learning Planning
 - 1.5.1. Dimensions of learning
 - 1.5.2. The spatio-temporal organization of learning
- 1.6. Personal Development Orientation and Guidance
 - 1.6.1. Orientation to cognitive development
 - 1.6.2. Guidance for emotional development
 - 1.6.3. Vocational and professional orientation
- 1.7. Family-Centered Intervention
 - 1.7.1. Understanding High-Capacity Individuals
 - 1.7.2. Acceptance of Reality
 - 1.7.3. Decision-Making in the Family Environment
 - 1.7.4. Behaviors within the Family
 - 1.7.5. Projects with the Family
 - 1.7.6. Emotional Intelligence. Managing Emotions





- 1.8. Educational Intervention
 - 1.8.1. Educational Projects at the Center
 - 1.8.2. Structural Adjustments
 - 1.8.3. Organizational Changes
 - 1.8.4. Plan of Attention to Diversity
 - 1.8.5. Teacher Training Plan
 - 1.8.6. Organizing the Early Childhood Curriculum
 - 1.8.7. Organizing the Primary Education Curriculum
 - 1.8.8. Organizing the Secondary Education Curriculum
 - 1.8.9. Emotional Intelligence. Classroom Application
 - 1.8.10. Family and School Projects and Programs

Module 2. Educational Strategies and Methodologies

- 2.1. Definition of Curricular Enrichment
 - 2.1.1. What is Curricular Enrichment?
 - 2.1.2. The proposal should be made in stead of the ordinary task, not in addition to it
 - 2.1.3. Benefits
 - 2.1.4. Theoretical bases for syllabus enrichment
 - 2.1.5. Educational measures for High Capacity students
 - 2.1.6. Special Measures
- 2.2. Enrichment Models
 - 2.2.1. Enrichment Models
- 2.3. Enriching the syllabus for all students
 - 2.3.1. SEM Model
 - 2.3.2. Portfolio
 - 2.3.3. Triarchic Model
- 2.4. Extracurricular Enrichment
 - 2.4.1. Main Work Areas
 - 2.4.2. Intellectual Enrichment Programs
- 2.5. Regarding Acceleration
 - 2.5.1. Templeton Report
 - 2.5.2. Advantages and Disadvantages of Acceleration or flexibilization

- 2.6. Classroom Pedagogic Design
 - 2.6.1. Classroom Organization
 - 2.6.2. Strategies for each stage
- 2.7. Models for Curricular and Methodological Accommodations
 - 2.7.1. What is methodological adaptation?
 - 2.7.2. Examples of precise syllabus adaptation
- 2.8. Individual Curricular Accommodations
 - 2.8.1. Steps to Follow
 - 2.8.2. Accommodation Design
 - 2.8.3. Evaluation and Monitoring
- 2.9. Good Educational Practices
 - 2.9.1. General considerations for a good education
 - 2.9.2. Aspects to develop in the good educational praxis

Module 3. Self-regulated Learning

- 3.1. Metacognition and Learning
 - 3.1.1. Metacognitive Strategies and Learning Styles
 - 3.1.2. Learning Facilitators
 - 3.1.3. Conceptual Maps
- 3.2. Self-regulation and Thought
 - 3.2.1. What is self-regulation of thinking?
 - 3.2.2. Steps in thinking Self-Regulation
- 3.3. Self-Regulation and emotion
 - 3.3.1. What is emotional Self-Regulation?
 - 3.3.2. Steps in emotional Self-Regulation
- 3.4. Self-Regulation and behavior
 - 3.4.1. What is Behavioral Self-Regulation?
 - 3.4.2. Steps in Behavioral Self-Regulation
- 3.5. Phases in the Self-Regulation Process
 - 3.5.1. Self-Regulation Identification
 - 3.5.2. Supervision of Self-Regulation
 - 3.5.3. Self-Regulation Assessment

- 3.6. Self-instructions
 - 3.6.1. What are self-instructions?
 - 3.6.2. Self-Instructional training
- 3.7. Executive Functions
 - 3.7.1. Working Memory
 - 3.7.2. Education
 - 3.7.3. Reasoning
 - 3.7.4. Flexibility
 - 3.7.5. Inhibition
 - 3.7.6. Decision Making
 - 3.7.7. Estimating Time
 - 3.7.8. Dual Execution
 - 3.7.9. Branching
- 3.8. Personal Learning Environments (PLE)
 - 3.8.1. What are PLEs?
 - 3.8.2. The implementation of PLEs in the Classroom
- 3.9. Self-regulated Learning Tools
 - 3.9.1. Internal and external control Strategies
 - 3.9.2. New Applied Technologies to the Self-Regulation

Module 4. Creativity and Emotional Education in the Classroom

- 4.1. Emotional Intelligence and the Education of Emotions according to the Mayer and Salovey Model
 - 4.1.1. Introduction: Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
- 4.2. Other Models of Emotional Intelligence and Emotional Transformation
 - 4.2.1. Emotional Competence Models
 - 4.2.2. Social Competence Models
 - 4.2.3. Multiple Models
- 4.3. Social-Emotional Competencies and Creativity by Level of Intelligence
 - 4.3.1. Social-Emotional Competencies and Creativity by Level of Intelligence
- 4.4. Concept of Emotional Quotient, Intelligence and Dyssynchrony Accommodation in High Intellectual Capacities
 - 4.4.1. Concept of Emotional Quotient, Intelligence and Dyssynchrony Accommodation in High Intellectual Capacities

- 4.5. Concept of Hyperemotivity
- 4.6. Current Scientific Studies on Creativity, Emotions, Self-Awareness and Intelligence
 - 4.6.1. Neuroscientific Studies
 - 4.6.2. Applied Studies
- 4.7. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
 - 4.7.1. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
 - 4.7.2. Factors leading to demotivation in the classroom
 - 4.7.3. Motivational Resources
 - 4.7.4. Techniques for operative learning
 - 4.7.5. Resources for emotional regulation
- 4.8. Standardized Tests to Assess Emotions and Creativity. Creativity Tests and Quizzes
 - 4.8.1. Standardized Tests to Assess Emotions and Creativity
 - 4.8.2. Emotion Tests and Quizzes
 - 4.8.3. Creativity Tests and Quizzes
 - 4.8.4. Assessing Emotions
 - 4.8.5. Creativity Evaluation
 - 4.8.6. Laboratories and Valuation Experiences
- 4.9. Inclusive Schools: Humanist Model and Emotional Education Interrelation
 - 4.9.1. Inclusive Schools: Humanist Model and Emotional Education Interrelation



Learn about the most effective study methodology and take advantage of the opportunity to evolve in your career”



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.



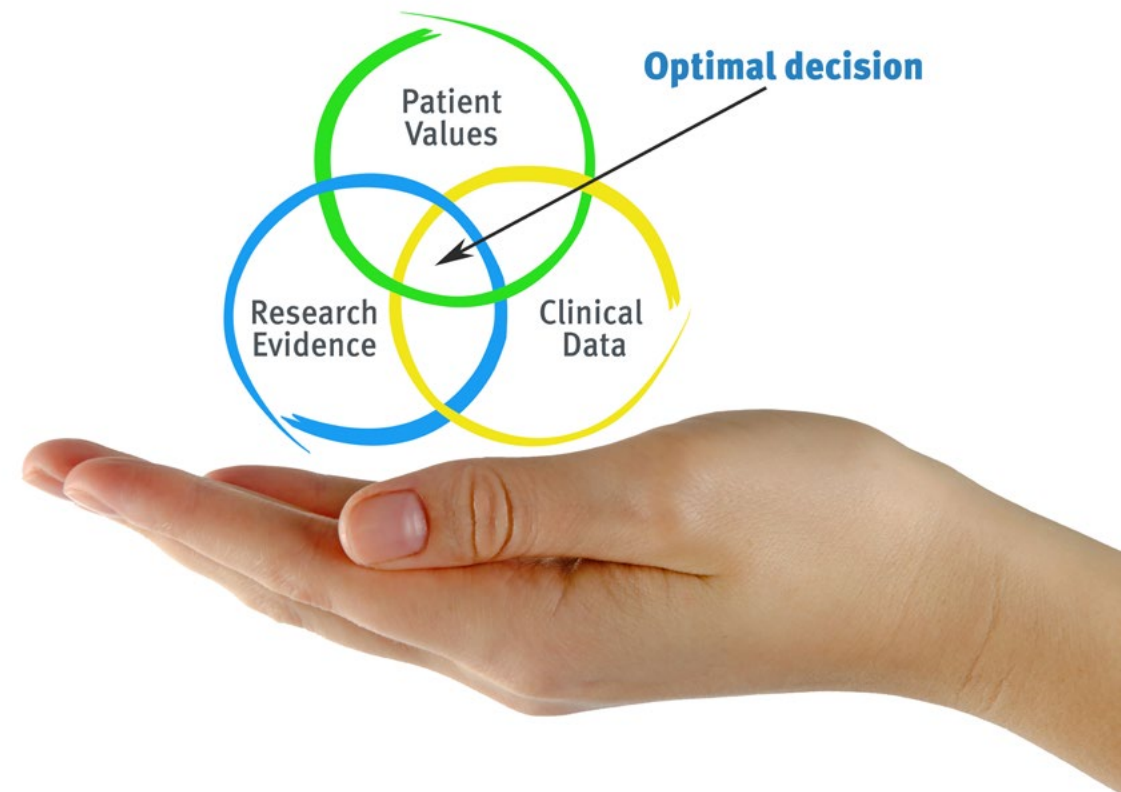
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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

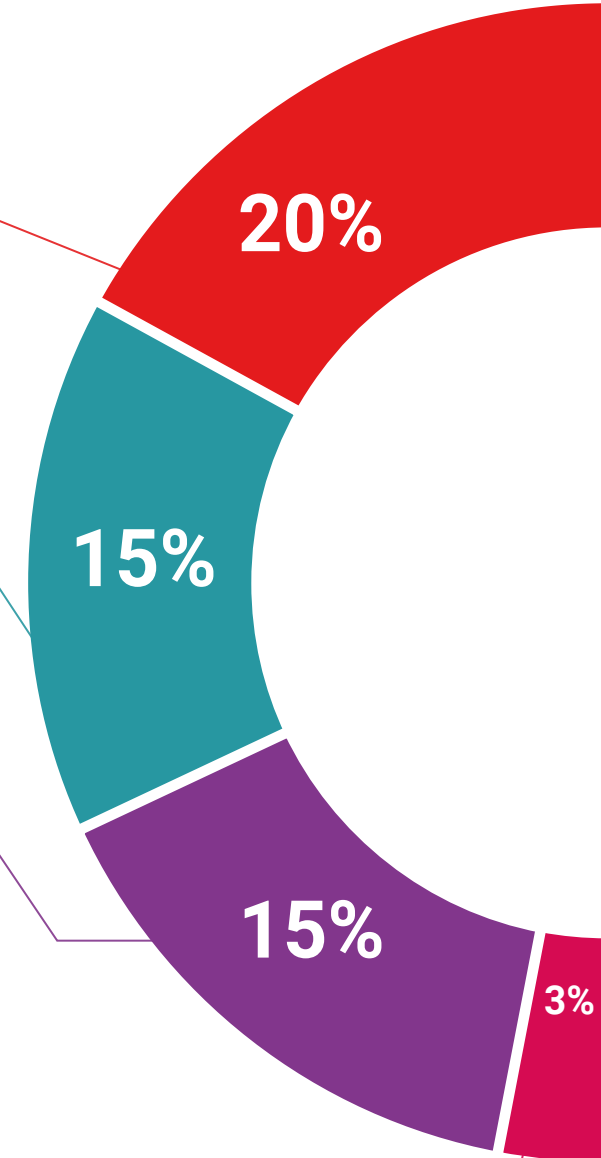
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

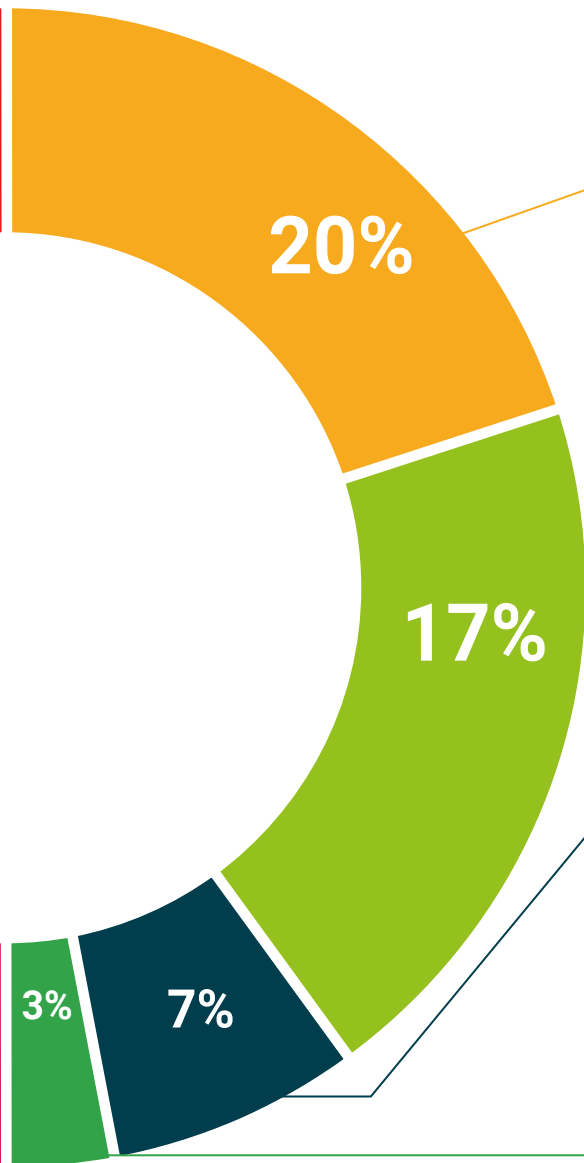
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

This Postgraduate Diploma in Psychoeducational Intervention in High-Capacity Individuals guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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

This program will allow you to obtain your **Postgraduate Diploma in Psychoeducational Intervention in High-Capacity Individuals**, 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.

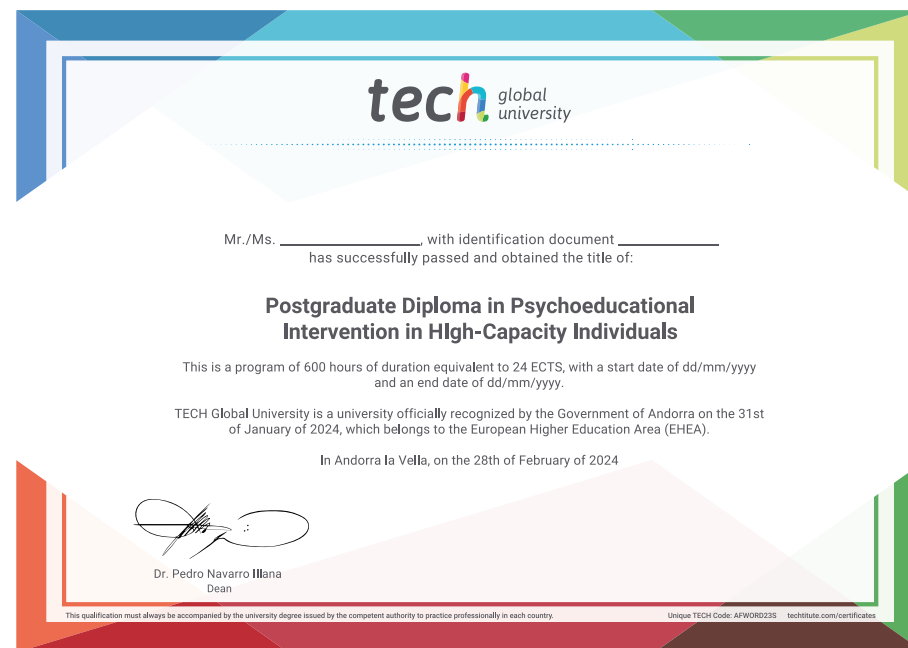
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Psychoeducational Intervention in High-Capacity Individuals**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**





Postgraduate Diploma
Psychoeducational Intervention
in High-Capacity Individuals

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

Postgraduate Diploma

Psychoeducational Intervention in High-Capacity Individuals

