Postgraduate Diploma
Psychology Applied to Socio-Educational Contexts

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Postgraduate Diploma
Psychology Applied to Socio-Educational Contexts

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

Website: **www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychology-applied-socio-educational-contexts**

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01
Introduction

Education is one of the main fields of a psychologist's intervention and research. All psychological problems associated with socio-educational contexts require professionals trained in this field. This program will prepare you to develop your research skills in the field of Psychology, grounding them in the most advanced methodologies and techniques. Take advantage of the opportunity and become a researcher with solid and secure foundations through this program and the latest educational technology 100% online.

The Postgraduate Diploma in Psychology Applied to Socio-educational Contexts will help you to update your knowledge in research and will train you as a practicing professional"

The social context in which people live affects their educational facet. That is why many school problems are related to their environment. Knowing the psychological changes experienced by children and young people is fundamental to offer good treatments and, therefore, to help research in the field of psychology, which makes it possible to find solutions to problems that had not been treated before.

The Postgraduate Diploma in Psychology Applied to Socio-educational Contexts has been created with the aim of understanding that the development and improvement of research in the area of Psychology involves focusing not only on the content to be developed, but also on the different methodologies and techniques used to achieve the objectives set more efficiently. It aims to respond to the whole context that surrounds both the research itself and the field of knowledge in which the research is framed.

Learn about the latest research methodologies in Applied Psychology and enhance your skills thanks to this program that will allow you to perform at the highest level in research in the area of Psychology.

Through this program, you will be able to incorporate the competencies associated with the researcher in psychology through a broad, objective and experiential description of the elements to be applied during your practice. From the most general to the most specific and transversal, analyzing all the stages that make up a piece of research. Research is a fundamental section in any area, since all the existing theoretical content is based on it.

This **Postgraduate Diploma in Psychology Applied to Socio-educational Contexts** contains the most complete and up-to-date program on the market. Its most notable features are:

- The development of case studies presented by experts in Psychology and Scientific Research
- The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for carrying out research
- News and innovations on research in the different fields of psychology
- Practical exercises where self-assessment can be used to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Special emphasis on research 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

The researcher who accesses the Postgraduate Diploma in Psychology Applied to Socio-educational Contexts will acquire specialized education in active methodologies"

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

With this Postgraduate Diploma you will delve into Psychology applied to socio-educational contexts in order to be able to enhance your publishing skills in the area of Psychology"

This Postgraduate Diploma makes the difference between a professional with a lot of knowledge and a professional who knows how to apply it in research and scientific publication processes.

It includes a very broad teaching staff made up of experts in psychology, who share their work experience in this program, as well as recognized specialists from leading communities 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 learning experience designed to prepare for real-life 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 research experts.

02
Objectives

This Postgraduate Diploma in Psychology Applied to Socio-educational Contexts is oriented to researchers in the field of psychology, so that they can acquire the necessary tools to develop in the specific area, knowing the latest trends and delving into those issues that make up the forefront of this area of knowledge. Researchers will only be able to carry out their objectives successfully if they are adequately prepared.

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The Postgraduate Diploma in Psychology Applied to Socio-educational Contexts will broaden your horizons as a psychologist and allow you to grow personally and professionally"

General Objective

- Learn the necessary competences to develop a research activity, as psychologists, that will allow them to raise their methodological and performance level in the field of research in psychology, using the appropriate tools within the research context, which will allow them to grow personally and professionallya

Make the most of the opportunity and acquire the tools to enhance your research skills"

Specific Objectives

Module 1. Emotional Intelligence

* Acquire specialized, up-to-date and scientific knowledge about emotional intelligence applied to the socio-educational field

* Critically discern the different theoretical models that support the term ´emotional intelligence´, as well as the different factors that define it

* Be able to design and develop a research project on Emotional Intelligence under the principles of the scientific method

* Know the skills related to academic achievement and the tools to favor the development of a good emotional intelligence in the educational and family context

Module 2. Environment, Social Behavior and Education

* Know and understand the psychological models used for the analysis of environmental problems

* Develop a critical awareness of the potential articulation of the fields of research on environmental problems

* Learn about the reciprocal relationships between the individual and the socio-physical environment from the perspective of Environmental Psychology

* Have basic scientific, theoretical and methodological knowledge to implement psychosocial assessment and intervention programs for problems arising from the relationship of individuals with their physical space and environment

Module 3. Assessment and Intervention in Health Psychology

* Know the different fields of intervention in health psychology in clinical and educational contexts

* Learn to use the basic tools of evaluation and intervention in Health Psychology in an adequate way

* Be able to design and evaluate the results of intervention programs in Health Psychology

* Know the existing advances on intervention techniques with proven effectiveness in Health Psychology

* Know the operation and applications of intervention techniques based on Biofeedback and transcranial magnetic stimulation

03
Structure and Content

The structure of the contents has been designed by a team of professionals in psychology research, aware of the relevance of current specialization in order to deepen the area of knowledge and make publications of academic quality.

" *This Postgraduate Diploma in Psychology Applied to Socio-educational Contexts contains the most complete and up-to-date scientific program on the market"*

Module 1. Emotional Intelligence

1.1. Emotional Intelligence. Concept and Structure
    1.1.1. Emotional Intelligence as a Cognitive Process
    1.1.2. Basic Concepts of Emotional Intelligence
    1.1.3. Structure of Emotional Intelligence

1.2. Explanatory Models of Emotional Intelligence
    1.2.1. Approaches to the Study of Emotional Intelligence
    1.2.2. Evidence in the Investigation of Emotional Intelligence
    1.2.3. Explanatory Models of Emotional Intelligence

1.3. Instruments for the Assessment of Emotional Intelligence
    1.3.1. Tests and Scales to Assess Emotional Intelligence
    1.3.2. Other Methods of Emotional Intelligence Assessment
    1.3.3. Advantages and Disadvantages of Different Measurements

1.4. Emotional Intelligence in Children and Adolescents
    1.4.1. Emotional Intelligence in Childhood
    1.4.2. Development of Emotional Intelligence during Childhood
    1.4.3. Emotional Intelligence as a Predictor Variable

1.5. Emotional Intelligence in Adults and the Elderly
    1.5.1. Emotional Intelligence in Adults
    1.5.2. Differences in Emotional Intelligence Between Adults and the Elderly
    1.5.3. Influence of Emotional Intelligence on Behavior

1.6. Emotional Intelligence in Socio-Educational Contexts
    1.6.1. Emotional Intelligence at School
    1.6.2. Emotional Intelligence in the Family Context
    1.6.3. Relationships Between Socio-Educational Contexts and their Influence on Emotional Intelligence

1.7. Relationships of Emotional Intelligence with Other Psychological Measures
    1.7.1. Relationships Between Emotional Intelligence and Other Psychological Constructs
    1.7.2. Influence of Emotional Intelligence on other Cognitive Processes

1.8. Emotional Intelligence and Psychopathology
    1.8.1. Individual Differences in Emotional Intelligence
    1.8.2. Emotional Intelligence as a Possible Source of Psychopathology
    1.8.3. Psychological Problems Related to Emotional Intelligence

1.9. Interventions for the Improvement of Emotional Intelligence in the Social Context
    1.9.1. Approaches to Emotional Intelligence Training in Social Contexts
    1.9.2. Evidence from Social Intervention on Emotional Intelligence
    1.9.3. Design and Planning of Interventions in the Social Context

1.10. Interventions for the Improvement of Emotional Intelligence in the Educational Context
    1.10.1. Approaches to the Training of Emotional Intelligence in Educational Contexts
    1.10.2. Evidence of Intervention in Educational Contexts on Emotional Intelligence
    1.10.3. Design and Planning of Interventions in the Educational Context
    1.10.4. Implementation and Follow-Up of Interventions
    1.10.5. Assessment of the Effectiveness of an Intervention

Module 2. Environment, Social Behavior and Education

2.1. Environmental Psychology. Concept and Structure
    2.1.1. Defining Characteristics of Environmental Psychology
    2.1.2. Basic Concepts
    2.1.3. Structure and Approaches of Environmental Psychology

2.2. Environmental Identity and Relationship with the Environment
    2.2.1. Environmental Identity. Concept and Structure
    2.2.2. Environmental Identity as a Personal Psychological Construct
    2.2.3. Human Relationship with the Environment and the Construction of Environmental Identity

2.3. Well-Being and Environment
    2.3.1. Influences of the Environment on Perceived Well-Being
    2.3.2. Factors Influencing Perceived Well-Being
    2.3.3. Individual Differences in the Well-Being-Environment Relationship
    2.3.4. Interventions on the Environment to Improve Well-being

2.4. Interdisciplinarity in Environmental Psychology
    2.4.1. Approaches to Environmental Psychology
    2.4.2. Environmental Psychology and its Relationship with Other Scientific Disciplines
    2.4.3. Contributions and Evidence from Other Disciplines to Environmental Psychology

2.5.   Beliefs, Attitudes and Behavior
    2.5.1.   Rule Formation
    2.5.2.   Frame Formation
    2.5.3.   Belief Formation
    2.5.4.   Influence of Personal Beliefs and Attitudes on Human Behavior
    2.5.2.   Interventions Based on Cognitive Restructuring or Behavior Modification

2.6.   Risk Perception
    2.6.1.   Risk Assessment and Analysis
    2.6.2.   Influence of Risk Perception on Behavior
    2.6.3.   Interventions Aimed at Improving Risk Perception

2.7.   Influence of Environmental Variables on Behavior
    2.7.1.   Evidence of the Relationship Between Environmental Variables and Human Behavior
    2.7.2.   Analysis of Variables. Description and Operationalization
    2.7.3.   Intervention Methods

2.8.   Relations Between Physical Space and Behavior
    2.8.1.   Physical Space as a Social Environment
    2.8.2.   The Integrated Socio-Physical Environment
    2.8.3.   Relations Between Physical Space and Behavior

2.9.   Assessment Techniques in Environmental Psychology
    2.9.1.   Environmental Assessments Based on Technical Indices
    2.9.2.   Environmental Assessments Based on Observational Indices
    2.9.3.   Evaluation of the Advantages and Disadvantages in the Use of Each Technique

2.10.   Intervention Techniques in Environmental Psychology
    2.10.1.   Interventions Based on Environmental Variables
    2.10.2.   Interventions Based on Physical Variables
    2.10.3.   Interventions Based on Psychological Variables
    2.10.4.   Evaluation of the Advantages and Disadvantages in the Use of Each Technique

Module 3. Assessment and Intervention in Health Psychology

3.1.   Body-Mind Relationships. Psychosomatic Medicine
    3.1.1.   From Descartes to Psychosomatic Medicine
    3.1.2.   The biopsychosocial model
    3.1.3.   Evidence of the Relation Between Body and Mind
    3.1.4.   Physical Pathologies with Identified Psychological Causal Factors

3.2.   The Assessment Process in Health Psychology
    3.2.1.   Classical Assessment in Health Psychology
    3.2.2.   Role of the Different Agents. Internist Physician, Psychologist, Psychiatrist
    3.2.3.   New Techniques of Psychological Health Assessment

3.3.   Scales, Tests, and Common Tests in Health Psychology
    3.3.1.   Traditional Behavioral Tests and Scales in Health Psychology
    3.3.2.   Advantages and Disadvantages of Different Measurements

3.4.   Stress and its Relation to Mental Health
    3.4.1.   Stress as a Causal Factor in Psychopathology
    3.4.2.   Psychobiology of Stress. Cortisol
    3.4.3.   Personality, Individual Characteristics and Stress Levels

3.5.   Sleep-Related Pathologies
    3.5.1.   Insomnia. Definition and Basic Concepts
    3.5.2.   Types of Insomnia and Possible Causes
    3.5.3.   Hypersomnias Definition and Basic Concepts
    3.5.4.   Hypersomnias Types
    3.5.5.   Circadian Rhythm Disturbances and Parasomnias
    3.5.6.   REM Sleep Behaviour Disorders

3.6.   Quality of Life as a Relevant Factor in Psychological Health
    3.6.1.   Quality of Life. Definition and Approaches to the Term
    3.6.2.   Factors Influencing Perceived Quality of Life
    3.6.3.   Quality of Life as a Predictor of Psychological Health

We have the best educational program that will guarantee you an immersive and quality study so that you can succeed in psychological research"

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.

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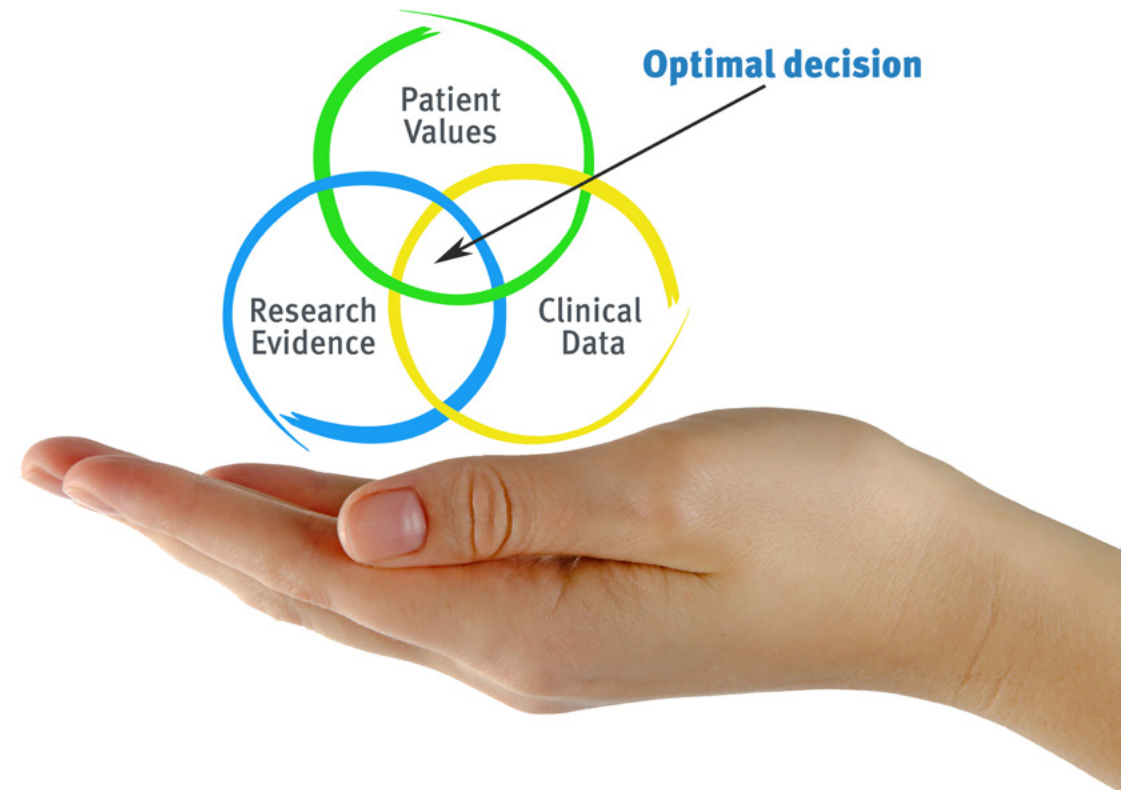
According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that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

"

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.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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.

20%

15%

15%

3%

20%

17%

3%

7%

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 Psychology Applied to Socio-educational Contexts guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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

This private qualification will allow you to obtain a **Postgraduate Diploma in Psychology Applied to Socio-Educational Contexts** 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 Psychology Applied to Socio-Educational Contexts**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**

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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Psychology Applied to Socio-Educational Contexts

This is a private qualification of 540 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.   Unique TECH Code: AFWORD23S   techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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