

Postgraduate Diploma Psychopedagogical Intervention





Postgraduate Diploma Psychopedagogical Intervention

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychopedagogical-intervention

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01

Introduction

Strictly speaking, psychopedagogy is limited to studying the individual and their learning capacity, understanding the wide spectrum of profiles and capacities therein. However, in recent years, the discipline has become a transversal tool, especially useful to address problems in other areas. For this reason, courses such as this can aid professionals who wish to update their knowledge and expand their area of expertise. Thus, this TECH program offers a renewed vision of psychopedagogy. It presents the most efficient assessment and diagnostic techniques, developed from the latest research and studies in the field. Students will have online access to the content on the program at their convenience so they can organize and balance their studies with the rest of their life.





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This program includes the latest research in socio-community intervention so you can develop psychopedagogical techniques according to the most pressing issues”

The skills required of educational psychologists vary as society and its needs change. The field's enormous effectiveness has been proven in the workplace, where ever-rising unemployment rates have forced the intervention of professionals who can provide useful job search tools.

In this sense, this Postgraduate Diploma includes new and useful psychopedagogical skills, useful not only in the workplace, but in all areas of education and learning. A program that offers innovative techniques assess, diagnose and implement strategies that will enable professionals to incorporate the most recent psycho-pedagogical theories into their field of work.

All this is offered in a 100% online format without fixed schedules or face-to-face classes of any kind. All the material will be immediately available in the virtual classroom from any device with an Internet connection. To meet their highest professional and personal demands, our students will have the freedom to take on the course load wherever, whenever and however they wish.

This **Postgraduate Diploma in Psychopedagogical Intervention** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical case studies presented by experts in psychopedagogy
- ♦ 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



Find out how the concept of family is evolving with an in-depth syllabus, delving into the specific dynamics that favor the well-being of all its members”

“*Enroll and delve into the most appropriate ways to address the socio-labor needs arising from the growth of unemployment rates”*

You will work alongside TECH professors to develop socio-educational programs using the latest techniques.

Get up to date with the most recent casuistry in the most vulnerable groups, honing your skills for more direct action.

The program's teaching staff includes professionals from the sector who contribute their work experience to this training 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 specialization programmed to learn in real situations.

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



02

Objectives

This Postgraduate Diploma intends to meet the new psycho-pedagogical needs of society as it continuously evolves. To that end, the most recent psycho-pedagogical theory, mainly related to family, social and work environments, will be studied in depth. By possessing the tools required to effectively intervene in situations where psychosocial or socio-labor risk factors are present, psychologists will gain a higher understanding of their professional field as a whole.





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TECH professors will provide you with the most useful and innovative techniques to carry out an effective diagnosis in family, social and work environments”



General Objectives

- ◆ Acquire new competencies and skills in psychopedagogy
- ◆ Update on knowledge in the area of school psychopedagogy
- ◆ Develop the capacity to face new situations in the school context
- ◆ Encourage interest in the constant updating of professionals
- ◆ Know the different intervention options
- ◆ Learn new ways of dealing with special educational needs
- ◆ Create an efficient framework for evaluation, diagnosis, and guidance
- ◆ Research and innovate to respond to current demands

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*By taking this Postgraduate Diploma,
you will update your skills in dealing with
young people at risk of social exclusion”*





Specific Objectives

Module 1. Psycho-Pedagogical Diagnosis in Social and Community Settings

- ◆ Understand socio-community intervention to develop psycho-pedagogical techniques
- ◆ Differentiate the twofold framework of socio-health action: non-formal and informal education
- ◆ Develop different socio-educational programs according to age groups
- ◆ Learn to work with different vulnerable groups

Module 2. Social and Labor Project Design, Management and Evaluation

- ◆ Approach labor and social settings from an educational perspective
- ◆ Reflect on the concepts of an information and a knowledge society
- ◆ Learn about the quality of social and labor projects and services
- ◆ Learn how to conduct analyses of current realities
- ◆ Learn how to establish socio-educational diagnoses

Module 3. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

- ◆ Recognize various family models to create specific dynamics that promote the well-being of every member of the family
- ◆ Appreciate psycho-pedagogical and socio-educational intervention as a necessary tool in situations where families are at psychosocial risk
- ◆ Comprehend the need for psychopedagogical intervention to promote good relations between families and schools

03

Course Management

The teaching staff on this Postgraduate Diploma in Psychopedagogical Intervention is made up of highly qualified and extensively experienced professionals in the field and in academics. On the one hand, this ensures the quality of the contents included in the program and, on the other, that students will be provided an education based on the daily practice of psychopedagogy. In this way, they will be able to apply the acquired knowledge to their respective professional practice with a much greater contextualized understanding.



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TECH professors will support you throughout the learning process so you can count on them to answer any questions that should arise”

Management



Mr. Afonso Suárez, Álvaro

- ♦ Support Teacher for students with special educational needs
- ♦ Technician in Social and Health Care for Dependent People in Social Institutions
- ♦ Social Integration Technician: Design, Development, and Evaluation of Social Integration Interventions for people with Severe Mental Illnesses
- ♦ Degree in Psychopedagogy, University of La Laguna



04

Structure and Content

TECH has designed a program that approaches psycho-pedagogy from different perspectives, thus favoring multidisciplinary learning that can be extrapolated to different fields of work. Furthermore, all the contents are based on the most recent research and studies, enabling students to achieve high-quality standards in their work. Likewise, the Relearning methodology used by TECH will allow students to internalize the learning process without the need to sacrifice excessive hours of study.





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Enroll and discover what implications the information and knowledge that society is generating and what role psychopedagogy plays in this paradigm”

Module 1. Psycho-Pedagogical Diagnosis in Social and Community Settings

- 1.1. Concept and Purpose of Social and Community Intervention
 - 1.1.1. Concept, Principles and Purpose of Social and Community Intervention. Areas and Scope
 - 1.1.1.1. Concept and Principles of Social and Community Intervention
 - 1.1.1.2. Purpose
 - 1.1.1.3. Areas and Scope
- 1.2. Agents and Recipients of Social and Community Intervention
 - 1.2.1. Social and Community Mediation: Social Agents and Recipients
 - 1.2.1.1. Social Agents
 - 1.2.1.2. Recipients
- 1.3. A Twofold Action Framework: Non-Formal Education and Informal Education
 - 1.3.1. Conceptualization of Non-Formal and Informal Education and Areas of Intervention
 - 1.3.1.1. Non-Formal Education
 - 1.3.1.2. Areas of Intervention in Non-Formal Education
 - 1.3.1.3. Informal Education
 - 1.3.1.4. Areas of Intervention in Informal Education
- 1.4. Non-Formal Education Programs: Childhood
 - 1.4.1. Non-Formal Child Care Programs
 - 1.4.1.1. Non-Formal Child Care Programs.
- 1.5. Non-Formal Education Programs: Adolescence and Youth
 - 1.5.1. Job Training Programs, Social Programs, NGO-Run and Public Programs for Teenagers and Non-Formal Education Programs: Adolescence and Early Adulthood
 - 1.5.1.1. Work Training Programs
 - 1.5.1.2. Social Programs
 - 1.5.1.3. NGO Programs for Adolescents
 - 1.5.1.4. Public Programs for Adolescents
- 1.6. Non-Formal Education Programs: Middle Age
 - 1.6.1. NGO, Public and Job Training Programs for the Middle Aged
 - 1.6.1.1. NGO Programs for the Middle Aged
 - 1.6.1.2. Public Programs for Middle Aged
 - 1.6.1.3. Work Training Programs
- 1.7. Non-Formal Education Programs: Old Age
 - 1.7.1. Active Ageing. Programs for the Elderly
 - 1.7.1.1. Active Aging
 - 1.7.1.2. Promoting Active Aging: Programs
- 1.8. Mediation in Special Vulnerability Groups: The Prison Population
 - 1.8.1. Health Mediation, Mediation Project Design and Selection and Recruitment of Health Care Workers
 - 1.8.1.1. Health Mediation and Mediation Project Design
 - 1.8.1.2. Selection and Recruitment of Health Care Workers
- 1.9. Mediation in Special Vulnerability Groups: Institutionalized Minors
 - 1.9.1. Family Conflict: Residential Foster Care and Conflict Resolution Programs.
 - 1.9.1.1. Family Conflict
 - 1.9.1.2. Residential Foster Care
 - 1.9.1.3. Conflict Resolution Programs
- 1.10. Mediation in Especially Vulnerable Groups: Marginalization and Extreme Poverty
 - 1.10.1. Extreme Poverty and Human Rights. Measurement and Mediation
 - 1.10.1.1. Extreme Poverty
 - 1.10.1.2. Human Rights
 - 1.10.1.3. Measurement
 - 1.10.1.4. Mediation
- 1.11. Mediation in Special Vulnerability Groups: Migrants and Refugees
 - 1.11.1. Projects based on Refugee Status, Intercultural Mediators and Geographical Scope
 - 1.11.1.1. Projects based on Refugee Status
 - 1.11.1.2. Intercultural Mediators
 - 1.11.1.3. Geographical Scope

- 1.12. Mediation in Special Vulnerability Groups: Abuse and Maltreatment
 - 1.12.1. Types of Maltreatment: Mediators and Social Mediation in Families
 - 1.12.1.1. Concept of Maltreatment
 - 1.12.1.2. Types of Maltreatment
 - 1.12.1.3. Mediators and Social Mediation in Families

Module 2. Social and Labor Project Design, Management and Evaluation

- 2.1. Society, Socialization and Social and Educational Interaction
 - 2.1.1. Globalization and the Information and Knowledge Society. Inequality and Education
 - 2.1.1.1. Globalization
 - 2.1.1.2. The Information and Knowledge Society
 - 2.1.1.3. Inequality and Education
- 2.2. Quality in Social and Labor Projects
 - 2.2.1. Concept of Quality. Quality Service
 - 2.2.1.1. Concept of Quality
 - 2.2.1.2. Quality of Social and Labor Services
- 2.3. Social Responsibility and Strategic Planning
 - 2.3.1. Strategic and User-Oriented Organizational Models
 - 2.3.1.1. Strategic and User-Oriented Organizational Models
 - 2.3.1.2. Social Responsibility
 - 2.3.2. Strategic Planning and Basic Principles in Social and Labor Projects
 - 2.3.2.1. Strategic Planning
 - 2.3.2.2. Basic Principles in Labor Projects
- 2.4. Reality Analysis and Problem Identification
 - 2.4.1. Reality Analysis and Problem Identification. Functions and Areas
 - 2.4.1.1. Reality Analysis and Problem Identification
 - 2.4.1.2. Functions
 - 2.4.1.3. Scope
- 2.5. Participatory Socio-Educational Diagnosis in Problem Identification
 - 2.5.1. Diagnostic Phases
 - 2.5.2. Object of Study, Area of Influence and Team Building
 - 2.5.2.1. Object of Study
 - 2.5.2.2. Area of Influence
 - 2.5.2.3. Team Building
- 2.6. Planning Social and Labor Interventions
 - 2.6.1. Justification, Problem Formulation and Objectives
 - 2.6.1.1. Justification
 - 2.6.1.2. Formulating Problems
 - 2.6.1.3. General and Specific Objectives
 - 2.6.2. Internal Planning and Management Models
 - 2.6.2.1. Planning Models
 - 2.6.2.2. Internal Management
- 2.7. Guidelines for Project Development
 - 2.7.1. Work Plan, Organizational Elements and Resources
 - 2.7.1.1. Work Plan
 - 2.7.1.2. Organizational Elements and Methodology
 - 2.7.1.3. Resources
- 2.8. Infrastructure and Human Resources (HR)
 - 2.8.1. People Management and HR Policies
 - 2.8.1.1. People Management
 - 2.8.1.2. HR Policies
 - 2.8.2. Assessing Individuals
- 2.9. Financial Management: Budgeting, Execution and Auditing
 - 2.9.1. Budget Preparation and Execution. Audits
 - 2.9.1.1. Budget Preparation
 - 2.9.1.2. Budget Execution
 - 2.9.1.3. Audits

- 2.10. Performance Assessment Models
 - 2.10.1. Assessment Design
 - 2.10.1.1. Types of Assessment Design
 - 2.10.2. Phases in the Process, Types, Methodology and Assessment Tools
 - 2.10.2.1. Phases in the Process
 - 2.10.2.2. Types of Designs
 - 2.10.2.3. Methodology
 - 2.10.2.4. Assessment Tools
- 2.11. Data Collection, Systematization and Analysis
 - 2.11.1. Types of Analysis, Techniques and Procedures. Access and Data Collection
 - 2.11.1.1. Types of Data Analysis
 - 2.11.1.2. Data Collection Techniques
 - 2.11.1.3. Procedures for Data Analysis
 - 2.11.1.4. Data Access
 - 2.11.1.5. Data Logging
- 2.12. Memorandums and Reports
 - 2.12.1. Dissemination of Results, Log and Final Report
 - 2.12.1.1. Dissemination of Results
 - 2.12.1.2. Memory
 - 2.12.1.3. Final Report

Module 3. Psychopedagogical Counseling for Families in Psychosocial Risk Situations

- 3.1. Construction of the Concept of Family
 - 3.1.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
 - 3.1.1.1. The Family as a context for Human Development
 - 3.1.1.2. Family Functions
 - 3.1.1.3. Family Dynamics and Rules
 - 3.1.1.4. Roles within the Family Context
- 3.2. Evolution of Family Institution
 - 3.2.1. Social Changes and New Forms of Family Coexistence
 - 3.2.1.1. The Influence of Social Changes on the Family
 - 3.2.1.2. New Family Forms
 - 3.2.2. Family Educational Styles
 - 3.2.2.1. Democratic Style
 - 3.2.2.2. Authoritarian Style
 - 3.2.2.3. Negligent Style
 - 3.2.2.4. Indulgent Style
- 3.3. Families at Psychosocial Risk
 - 3.3.1. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
 - 3.3.1.1. What is Psychosocial Risk?
 - 3.3.1.2. Psychosocial Risk Assessment Criteria
 - 3.3.1.3. Families in Psychosocial Risk Situation
 - 3.3.2. Risk Factors vs. Protective Factors
 - 3.3.2.1. Risk Factors
 - 3.3.2.2. Protective Factors
- 3.4. Processes of Orientation and Psycho-Pedagogical Intervention
 - 3.4.1. Conceptualization of Psycho-Pedagogical Intervention and Models of Psycho-Pedagogical Intervention
 - 3.4.1.1. Concept of Psychopedagogical Intervention in the Family Environment
 - 3.4.1.2. Models of Psychopedagogical Intervention



- 3.4.2. Addressees, Areas, and Contexts of Psychopedagogical Intervention
 - 3.4.2.1. Addressees of the Psychopedagogical Intervention
 - 3.4.2.2. Areas of the Psychopedagogical Intervention
 - 3.4.2.3. Contexts of the Psychopedagogical Intervention
- 3.5. Socio-Educational Intervention in Families I
 - 3.5.1. Concept, Foundations and Models of Family Socio-Educational Intervention
 - 3.5.1.1. The Socio-Educational Intervention with Families
 - 3.5.1.2. Principles of Psychoeducational Intervention with Families
 - 3.5.1.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
 - 3.5.1.4. Models of Socio-educational Intervention with Families
- 3.6. Socio-Educational Intervention in Families II
 - 3.6.1. Family Intervention Educational Teams, Professional Skills and Tools and Techniques
 - 3.6.1.1. Educational Teams of Family Intervention
 - 3.6.1.2. Professional Skills
 - 3.6.1.3. Tools and Techniques
- 3.7. Intervention in Situations of Risk and Child Abuse in the Family
 - 3.7.1. Conceptualization and Typology of Child Abuse
 - 3.7.1.1. The Concept of Child Abuse
 - 3.7.1.2. Types of Child Maltreatment
 - 3.7.2. Actions Against Child Abuse
 - 3.7.2.1. Detection, Assessment, and Care
 - 3.7.2.2. Protocols
- 3.8. Collaborative Frameworks Between Family and School
 - 3.8.1. Family and School as Collaborative Environments. Forms of Family Participation in the School
 - 3.8.1.1. Family and School as Collaborative Environments
 - 3.8.1.2. Forms of Family Participation in the School
 - 3.8.1.3. Parenting School and Parental Education

05

Methodology

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

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



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

At TECH we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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

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



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

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

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

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

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



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



Study Material

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

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



Latest Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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



06

Certificate

The Postgraduate Diploma in Psychopedagogical Intervention 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 private qualification will allow you to obtain a **Postgraduate Diploma in Psychopedagogical Intervention** 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.

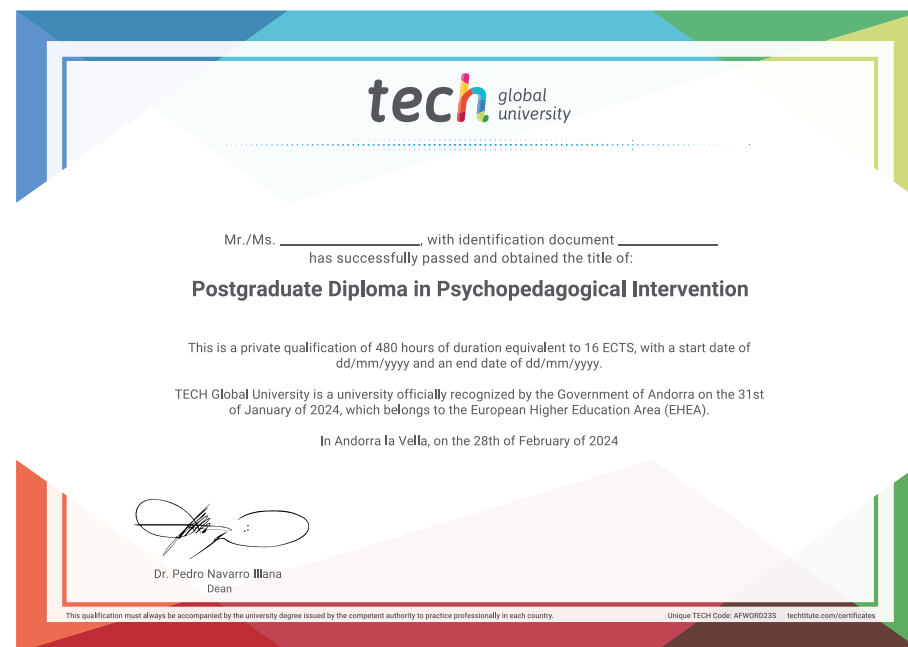
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Psychopedagogical Intervention**

Modality: **online**

Duration: **6 months**

Accreditation: **16 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



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