

Postgraduate Diploma School Abuse and Inclusive Mediation





Postgraduate Diploma

School Abuse and Inclusive Mediation

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-school-abuse-inclusive-mediation

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01

Introduction

School and child abuse can be very difficult to identify in certain situations. In the case of school abuse, it is simpler, as it occurs within schools, which in principle are well supervised. However, when it occurs in the family environment it usually goes unnoticed. Identification techniques are therefore particularly useful in such situations. In this sense, TECH has developed a program that establishes, step by step and in detail, the procedures for action. Including, in addition, the consequences that this abuse can have for the child and the most current mediation techniques in the school environment. All this, through an online modality and without schedules that favors the organization and the personal and work balance.





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This Postgraduate Diploma collects the most effective techniques to facilitate detection of child abuse situations"

Professionals with children and young people in their care should be familiar with the various protocols for dealing with abuse. Well, it doesn't require the same actions a *bullying* case as a sexual abuse case. Appropriate procedures will therefore be known throughout this program depending on the type of abuse.

The program also includes a general review of concepts such as inclusive education, multi-level teaching, cooperative learning and social inclusion. With the intention of creating a general framework of equality and integration based on the most recent related research.

And in a complementary way, it will delve into school mediation as a method of action for those situations that allow. Detailing, between other elements, the mediation programs and the phases involved. This will enable the graduates to maintain optimal levels of coexistence in the centers.

All these contents will be taught in a 100% online mode, without schedules and with the syllabus available entirely from the first day. Facilitating the organization and the personal and labor conciliation.

This **Postgraduate Diploma in School Abuse and Inclusive Mediation** 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 situations of abuse and mediation for inclusion
- ♦ 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 the self-assessment process can be carried out 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



By studying this program you will improve your knowledge with professionals accustomed to dealing with situations of school and child abuse on a daily basis"

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There are very specific protocols for dealing with sexual abuse. By studying this program you will know the updates that have occurred in recent years”

Child abuse can also occur through omission, neglect or neglect. Matrix and delve into alarm indicators.

Together with the teaching staff of TECH, delve into the psychological indicators of abuse, because sometimes they are more striking than the physical ones.

The program's teaching staff includes professionals from sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals 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 experts.



02

Objectives

The central objective of this Postgraduate Diploma is that its graduates improve their ability to identify situations of school and child abuse. Then act on the established protocols. On the other hand, the program has reserved space to treat mediation as a way to solve problems internally. Also addressing the concept of inclusion from different perspectives.



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Through this Postgraduate Diploma you will reduce child and school abuse in your field of competence"



General Objectives

- ♦ Enable the student to teach in situations of risk of exclusion
- ♦ Define the main characteristics of inclusive education
- ♦ Manage techniques and strategies for the intervention with the diversity of students, as well as with the educational community: families and environment
- ♦ Analyze the role of teachers and families in the context of inclusive education
- ♦ Interpret all the elements and aspects concerning teacher preparation in the inclusive school
- ♦ Develop in the student ability to develop their own methodology and work system
- ♦ Internalize the typology of students who are at risk and socially excluded, and how the educational system should respond to them
- ♦ Describe the functioning of the child and youth protection system
- ♦ Study the different types of protection measures and their treatment in the school environment
- ♦ Analyze situations of child abuse and the protocols for action by the psychology professional
- ♦ Identify the stages of development from birth to adolescence; achieving that students have their own judgment to establish the effects that cognitive, communicative, motor and emotional processes have on child development
- ♦ Detect risk factors of different nature that may alter development throughout the life cycle
- ♦ Describe the general circumstances of the students under guardianship and how these may affect their educational environment
- ♦ Learn how to respond to students under guardianship and their families in the school environment
- ♦ Apply mediation as a pedagogical tool for conflict resolution and harmonization of the educational community



Specific Objectives

Module 1

- Describe key concepts related to educational and social inclusion
- Explain the traditional methods of education
- Define key inclusive education methods
- Identify student needs
- Identify the needs and possibilities of the educational center
- Plan an educational response adapted to the needs

Module 2

- Define the concept and typology of child abuse in all its possible versions
- Recognize the consequences of childhood maltreatment, as well as its sequelae in development and behavior
- Identify and know how to implement protocols for detecting child abuse in different contexts
- Identify and know how to act in situations of abuse among peers in the school context
- Identify and understand child-parental violence, recognizing the possible causes in order to acquire intervention strategies
- Establish criteria for intervention and coordination of the cases: available resources, institutions involved, family, teachers, etc

Module 3

- Analyze the conflicts that occur in the educational environment
- Study the conceptualization of school mediation
- Define the steps to follow for an adequate implementation of mediation
- Delve into the pedagogical value of school mediation
- Acquire skills for the implementation of mediation
- Establish the appropriate space for the implementation of mediation in the classroom



Throughout the program you will work with the latest research on abuse in school and family settings to improve your detection skills"

03

Course Management

The teaching staff of the program consists of specialists familiar with cases of child abuse. And that, therefore, they have developed this program based on their daily work. In this way, the graduates will have access to quality content, but they will also be able to raise the most concrete questions. Thanks to the experience of teachers in practical environments.



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TECH teachers will give you tips and tricks on forming teams in social inclusion. As well as school mediation tools that you can implement in your day to day"

Management



Mr. Notario Pardo, Francisco

- ◆ Pedagogue, Social Educator, Postgraduate Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior
- ◆ Degree in Pedagogy and Diploma in Social Education
- ◆ Postgraduate Diploma in "Intervention with families at risk and minors with antisocial behaviour" and in "Social Education and Socio-cultural Animation"
- ◆ In addition to Family and School Mediator and Official Judicial Expert
- ◆ He has been working since 2004 as an Educator and Director of Foster Care Centers, as well as Technician and Coordinator of the Foster Care Intervention Center in Alicante. Currently working as Educator in a Grassroots Social Work Unit
- ◆ Directs, teaches (face-to-face and teleformation) and produces content for various entities and professional colleges

Professors

Ms. Antón Ortega, Noelia

- ◆ Special Education Teacher at Miguel Hernández Primary School
- ◆ Therapeutic Pedagogue

Ms. Antón Ortega, Patricia

- ◆ Psychologist at CIAF Family Foster Care Intervention Center of Alicante

Ms. Beltrán Catalán, María

- ◆ Pedagogical therapist at Oriéntate POLARIS
- ◆ Co-director of Spanish PostBullying Association
- ◆ Research Member of LAECОВI - University of Cordoba

Dr. Carbonell Bernal, Noelia

- ◆ Teacher - UNIR Degree in Primary Education
- ◆ PhD in Educational Psychology at the University of Murcia

Ms. Chacón Saiz, Raquel

- ◆ Pedagogue / School Counselor
- ◆ SPE V01 Guidance Counselor

Ms. Pérez López, Juana

- ◆ Pedagogue Number 1404

Ms. Tortosa Casado, Noelia

- ◆ Foster Care Coordinator of Alicante



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

04

Structure and Content

The structure of the syllabus has a central part: the protocols for dealing with child abuse. This extensive topic provides the definition of abuse, the most effective techniques to identify it, the specific intervention processes for each case and the consequences generated by child abuse. And in a complementary way, it offers a global vision of the concepts of inclusive education and social inclusion and considers mediation as an alternative tool for minor conflicts. In addition, all these contents will serve as reference material once the Postgraduate Diploma is finished.





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At TECH you will delve into the treatment of situations of abuse between the three main agents: school, family and social services"

Module 1. Inclusive education and social inclusion

- 1.1. Concept of Inclusive Education and its Key Elements
 - 1.1.1. Conceptual Approach
 - 1.1.2. Difference Between Integration and Inclusion
 - 1.1.2.1. Integration Concept
 - 1.1.2.2. Inclusion Concept
 - 1.1.2.3. Difference Between Integration and Inclusion
 - 1.1.3. Key Elements of Educational Inclusion
 - 1.1.3.1. Key Strategic Aspects
 - 1.1.4. The Inclusive School and the Education System
 - 1.1.4.1. The Challenges of the Education System
- 1.2. Inclusive Education and Attention to Diversity
 - 1.2.1. Concept of Attention to Diversity
 - 1.2.1.1. Types of Diversity
 - 1.2.2. Diversity and Educational Inclusion Measures
 - 1.2.2.1. Methodological guidelines
- 1.3. Multilevel Teaching and Cooperative Learning
 - 1.3.1. Key Concepts
 - 1.3.1.1. Multilevel Teaching
 - 1.3.1.2. Cooperative Learning
 - 1.3.2. Cooperative Teams
 - 1.3.2.1. Conceptualization of Cooperative Teams
 - 1.3.2.2. Functions and Principles
 - 1.3.2.3. Essential Elements and Advantages
 - 1.3.3. Benefits of Multilevel Teaching and Cooperative Learning
 - 1.3.3.1. Benefits of Multilevel Teaching
 - 1.3.3.2. Benefits of Cooperative Learning
- 1.3.4. Barriers to the Implementation of Inclusive Schools
 - 1.3.4.1. Political Barriers
 - 1.3.4.2. Cultural Barriers
 - 1.3.4.3. Didactic Barriers
 - 1.3.4.4. Strategies to Overcome Barriers
- 1.4. Social Inclusion
 - 1.4.1. Inclusion and Social Integration
 - 1.4.1.1. Definition of Integration and Elements
 - 1.4.1.2. Concept of Social Inclusion
 - 1.4.1.3. Inclusion vs. Integration
 - 1.4.2. Inclusion in Education
 - 1.4.2.1. Social Inclusion at School
- 1.5. Inclusive School Assessment
 - 1.5.1. Assessment Parameters
- 1.6. ICT and UDL in Inclusive Schools
 - 1.6.1. Traditional Teaching Methods
 - 1.6.2. ICT
 - 1.6.2.1. Concept and Definition of ICT
 - 1.6.2.2. Characteristics of ICT
 - 1.6.2.3. Telematics Applications and Resources
 - 1.6.2.4. ICT in the Inclusive School
 - 1.6.3. Universal Design for Learning
 - 1.6.3.1. What is DUA?
 - 1.6.3.2. UDL Principles
 - 1.6.3.3. The Application of the UDL to the Curriculum
 - 1.6.3.4. Digital Resources and UDL
 - 1.6.4. Digital Media to Individualize Classroom Learning



Module 2. School Action in the Event of Child Abuse

- 2.1. Child Abuse.
 - 2.1.1. Definition and Conceptualization of Child Abuse
 - 2.1.1.1. Definition
 - 2.1.1.2. Conceptualization of Abuse in Terms of:
 - 2.1.1.2.1. Time of Development at Which it Occurs
 - 2.1.1.2.2. Who Produces the Abuse (Context in Which It Takes Place)
 - 2.1.1.2.3. The Specific Action or Omission that is Occurring
 - 2.1.1.2.4. Intentionality of Abuse
 - 2.1.2. The Social Importance of Identifying Child Abuse
 - 2.1.2.1. Basic Needs in Childhood
 - 2.1.2.2. Risk and Protective Factors
 - 2.1.2.3. Intergenerational Transmission of Abuse
 - 2.1.3. Situation of Risk and Situation of Helplessness
 - 2.1.3.1. Concept of Risk
 - 2.1.3.2. Concept of Helplessness
 - 2.1.3.3. Risk Assessment Protocol
- 2.2. Child Abuse: General Characteristics and Main Types
 - 2.2.1. Passive Abuse: Omission, Neglect or Abandonment
 - 2.2.1.1. Definition and Alarm Indicators
 - 2.2.1.2. Incidence and Prevalence
 - 2.2.2. Physical Abuse
 - 2.2.2.1. Definition and Alarm Indicators
 - 2.2.2.2. Incidence and Prevalence
 - 2.2.3. Abuse and Emotional Neglect
 - 2.2.3.1. Definition and Alarm Indicators
 - 2.2.3.2. Incidence and Prevalence
 - 2.2.4. Sexual Abuse
 - 2.2.4.1. Definition and Alarm Indicators
 - 2.2.4.2. Incidence and Prevalence

- 2.2.5. Other Types of Abuse
 - 2.2.5.1. Children Victims of Gender Violence
 - 2.2.5.2. Transgenerational Cycle of Child Abuse
 - 2.2.5.3. Münchhausen Syndrome by Proxy
 - 2.2.5.4. Harassment and Violence through Social Networks
 - 2.2.5.5. Peer Abuse: *bullying*
 - 2.2.5.6. Filioparental Violence
 - 2.2.5.7. Parental Alienation
 - 2.2.5.8. Institutional Abuse
- 2.3. Consequences of Child Abuse
 - 2.3.1. Indicators of Abuse
 - 2.3.1.1. Physical Indicators
 - 2.3.1.2. Psychological, Behavioral and Emotional Indicators
 - 2.3.2. Consequences of Abuse
 - 2.3.2.1. Impact of Physical and Functional Development
 - 2.3.2.2. Consequences on Cognitive Development and School Performance
 - 2.3.2.3. Effects on Socialization and Social Cognition
 - 2.3.2.4. Disorders in the Development of Attachment and Affection, Emotional Relationship Development
 - 2.3.2.5. Behavioral Problems
 - 2.3.2.6. Childhood Trauma and Post-Traumatic Stress Disorder
- 2.4. Intervention Against Abuse in Schools: Prevention, Detection and Reporting
 - 2.4.1. Prevention and Detection
 - 2.4.2. Action Protocol
 - 2.4.2.1. Identification
 - 2.4.2.2. Immediate Actions
 - 2.4.2.3. Notification
 - 2.4.2.4. Communication of the Situation
 - 2.4.2.5. Emergency Procedure



- 2.4.3. School Intervention in Child Abuse Cases
- 2.5. Peer Abuse: *bullying*
 - 2.5.1. Risk Factors and Protective Factors of School Violence
 - 2.5.2. Protocols of Action from the School Center
 - 2.5.3. Guidelines for its Prevention and Treatment
- 2.6. Filioparental Violence
 - 2.6.1. Explanatory Theories
 - 2.6.1.1. The Cycle of Violence
 - 2.6.2. Prevention and Intervention Against Filioparental Violence
- 2.7. Networking: School, Family and Social Services

Module 3. School mediation as a tool for inclusion

- 3.1. Conflicts in the Educational Environment
 - 3.1.1. Conceptualization of Conflict
 - 3.1.1.1. Theorizing About Conflict
 - 3.1.1.2. Types of Conflicts
 - 3.1.1.3. Psychological Aspects of Conflict
 - 3.1.2. The Conflict in the Classroom
 - 3.1.2.1. School Climate
 - 3.1.2.2. Why Do Conflicts Arise in the Classroom?
 - 3.1.2.3. Types of Conflict in the Classroom
 - 3.1.2.4. Conflicts that Can Be Mediated
 - 3.1.2.5. The Importance of Communication and Dialogue
- 3.2. Mediation and School Mediation
 - 3.2.1. Concept of Mediation
 - 3.2.1.1. Legislative Aspects BORRAR
 - 3.2.2. Models of Mediation
 - 3.2.2.1. The Traditional Model
 - 3.2.2.2. The Narrative Model
 - 3.2.2.3. The Transforming Model

- 3.2.3. School Mediation
 - 3.2.3.1. Evolution of School Mediation
 - 3.2.3.2. Main Features
 - 3.2.3.3. Principles of School Mediation
 - 3.2.3.4. Pedagogical Dimension and Benefits of Mediation
- 3.3. Phases of School Mediation
 - 3.3.1. Pre-Mediation
 - 3.3.1.1. Techniques and Strategies
 - 3.3.2. Entrance
 - 3.3.2.1. Techniques and Strategies
 - 3.3.3. Tell Me About It
 - 3.3.3.1. Techniques and Strategies
 - 3.3.4. Situating the Conflict
 - 3.3.4.1. Techniques and Strategies
 - 3.3.5. Search for Solutions
 - 3.3.5.1. Techniques and Strategies
 - 3.3.6. The Agreement
 - 3.3.6.1. Techniques and Strategies
- 3.4. The Implementation of school Mediation Programs
 - 3.4.1. Program Types
 - 3.4.2. Program Implementation and Equipment Selection
 - 3.4.2.1. Mediator Training
 - 3.4.3. Organization, Coordination and Monitoring
 - 3.4.4. Program Assessment
 - 3.4.4.1. Assessment Criteria
- 3.5. Other Conflict Resolution Techniques

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

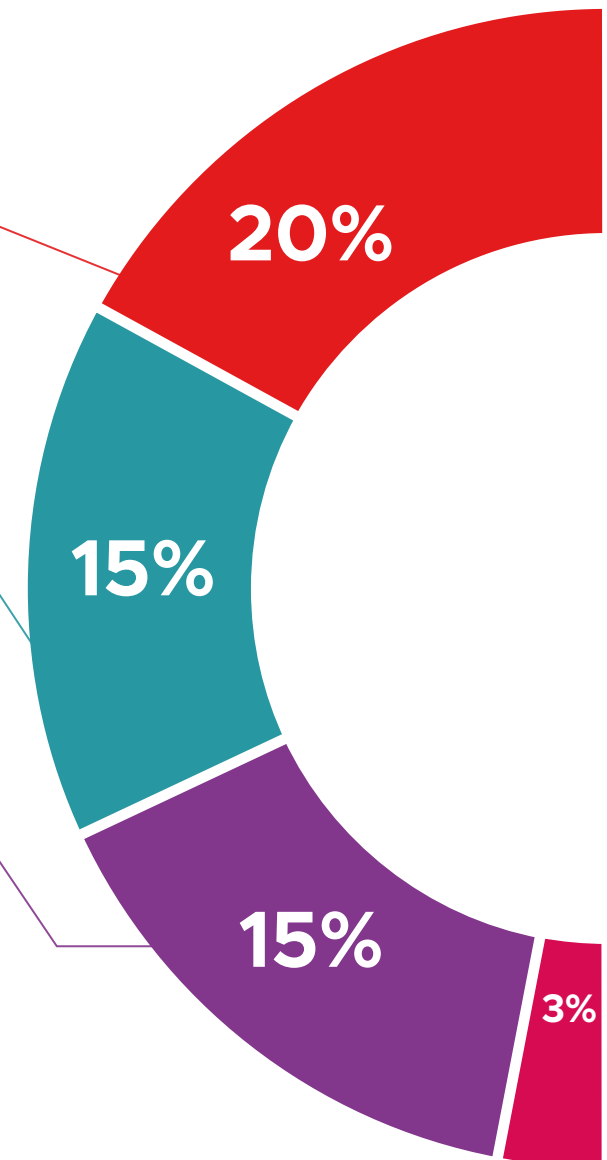
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

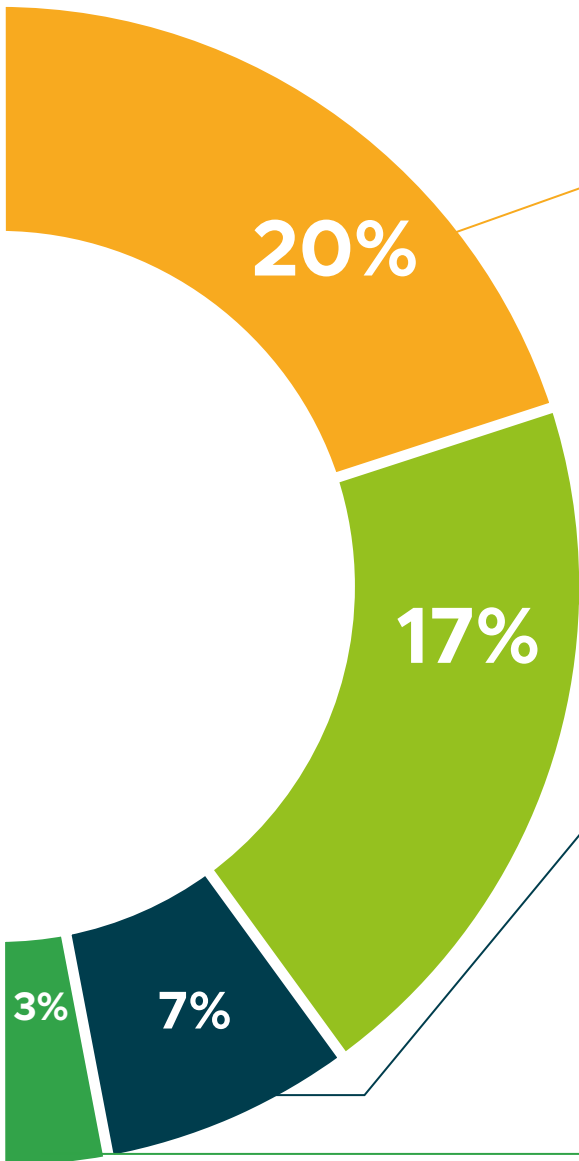
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 School Abuse and Inclusive Mediation guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

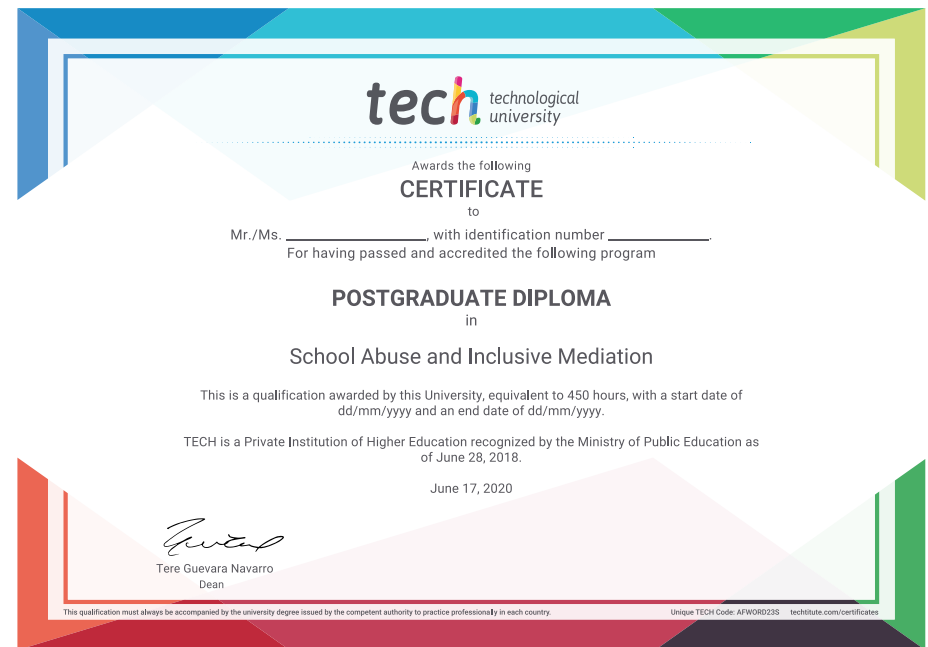
This **Postgraduate Diploma in School Abuse and Inclusive Mediation** contains the most complete and up-to-date scientific on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in School Abuse and Inclusive Mediation**

Official N° of Hours: **450 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



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