Professional Master's Degree
High-Capacity Individuals and Inclusive Education

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Professional Master's Degree
High-Capacity Individuals and Inclusive Education

- » Modality: **online**
- » Duration: **12 months**
- » Certificate: **TECH Technological University**
- » Credits: **60 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

Website: **www.techtitute.com/us/psychology/professional-master-degree/master-high-capacity-individuals-inclusive-education**

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01
Introduction

Despite the existing knowledge about High Capacity individuals, the percentage of school-age children detected with high intellectual capacities is still very low. This entails consequences that not only have repercussions in the educational field, but also in the child's and adolescent's ability to face other areas of their daily life. It is in this scenario where the psychology professional is decisive, both in the diagnosis and in the intervention process. Therefore, this program aims to provide the most up to date information through a specialized teaching team with experience in the care and education of children with high intelligence quotient. All this , through multimedia resources that you can access 24 hours a day.

"

Thanks to this Professional Master's Degree you will get an update on the most recent advances in High Capacity individualas and Inclusive Education"

High Capacities are scarcely diagnosed in educational centers, sometimes leading to attitudes and academic results far from the child's and adolescent's capacity. Given this reality, the role of the psychologist is key, being able to diagnose and treat children, making them able to develop their capacities in an effective way, without losing the opportunity to advance in their educational path.

In the case of students with High Capacities, it is also essential to have an Inclusive Education, which allows making the most of the qualities of children and young people. However, in some schools, Inclusive Education has not been introduced at all levels, so the figure of the Psychology professional becomes even more relevant. Given this scenario, TECH has created this Professional Master's Degree that provides the latest information on High Capacity Individuals and Inclusive Education through the most innovative multimedia content.

To this end, this educational institution has assembled a specialized teaching team that brings its extensive knowledge in this field and that will allow the professional to delve into the Neuropsychology of High Capacities, new technologies applied to children with high intellect or the work of creativity and emotions. Likewise, students will delve into the importance of a correct identification of their own High Capacities according to the existing classification or the lines of action and intervention in this type of patients.

All this, in a much more dynamic and agile way thanks to the *Relearning* system, used by TECH in all its programs, which also allows students to reduce the long hours of study so frequent in other teaching methodologies.

Professionals therefore have an excellent opportunity to update their knowledge in this field through a 100% online educational option that is flexible and compatible with their work and/or personal responsibilities. Students will only need a computer *Tablet*, or Mobile with which access the virtual campus where the contents of this Professional Master's Degree are hosted. With no classroom attendance or fixed schedules, professionals are presented with a teaching that gives to the current educational times.

This **Professional Master's Degree in High-Capacity Individuals and Inclusive Education** 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 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

"

TECH provides you with an innovative methodology to keep you abreast of advances in the techniques and strategies used in problem solving with High Capacity children"

"This is a qualification designed for psychologists who are looking to be up to date in High Capacity Individuals and Inclusive Education without neglecting other areas of their lives"

With this Professional Master's Degree you will delve into the most in the most specific and innovative techniques to treat patients with High Capacities.

This 100% online program brings you closer to the latest studies on the urgent need to diagnose High Capacities at an early age and promote inclusive education.

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, in addition to 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.

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

02
Objectives

This Professional Master's Degree is designed to ensure that the Psychology professionals obtain a successful updating of their knowledge in the field of High Capacity Individuals and Inclusive Education. At the end of the 12-month course, students will be up to date with the advances that have been made in Neurolinguistics, the different types of dyssynchrony that accompany High Capacity Individuals or the technological resources used more recently to address this type of patients.

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"You will be able to keep up to date with the advances in High Capacity Individuals and Inclusive Education comfortably from your computer and at any time of the day"

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 in students the capacity to elaborate specific adaptations, as well as to collaborate or to promote integral programs within the educational project and the attention plan for diversity at a 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. Educational Paradigm and Pedagogical Framework of High-Capacity Individuals

- Know the characteristics of the current emerging educational paradigm within our pedagogical and scientific framework
- Differentiate the roles played by the various educational agents in the new paradigm
- Refresh the theoretical bases of the learning process in individuals
- Value the advantages of attention to diversity as opposed to obsolete educational models that are no longer useful
- Explore the possible routes to achieving quality education
- Know the place of high-capacity individuals in this new scenario of change
- Learn the scientific foundations for high-capacity individuals and the differential cognitive functioning of these students
- Interpret the different models and theories that define high-capacity individuals from different points of view
- Delve deeper into the examination of giftedness carried out in our closest environment
- Share the educational challenges of the present and the objectives of a school in the 21st century
- Understand Inclusive Education and attention to diversity as a fundamental right of all students
- Analyze the pedagogical and legal framework passing through the different institutional levels that mark the right to and the bases of education

Module 2. Definition and Classification of High-Capacity Individuals

- Differentiate between special and specific educational needs
- Understand the criteria of maximum normality behind Inclusive Education
- Know how attention to diversity is vertically structured throughout the educational stages
- Understand the structure of the educational system and how educational projects and plans are developed
- Understand the bases of the organization of the curriculum at the center and classroom level
- Know the different possibilities of classroom organization within the framework of personalized, adaptive or inclusive attention
- Understand the functioning and expertise of educational guidance teams and their role in attention to diversity and high capacities
- Analyze the historical background of High Capacities.

Module 3. Identification of High-Capacity Individuals

- Describe the evolution of the concept of intelligence through different models and theories
- Critically analyze the definitions of intelligence that have emerged throughout history
- Justify the current definitions of human intelligence
- Know the current definitions of high-capacity individuals
- Critically analyze the actions of the different educational administrations in a-capacity individuals
- Know the differential cortical development of high-capacity individuals both at a structural and functional level
- Analyze the differential diagnosis model as a basis for any type of intervention

Module 4. Neuropsychology of High-Capacity Individuals

- Demonstrate the importance of emotions in the learning process
- Describe the advantages of play and motor activity in the learning process
- Organize small educational practices based on neuropedagogical evidence in order to determine their incidence
- Apply cognitive strategies to one's own learning process, as well as in teaching
- Understand the peculiarities of the adolescent brain and the mechanisms of reward, self-control and motivation
- Differentiate neuromyths applied in education from educational practices based on neuroeducational postulates
- Understand divergent thinking and creativity as a differential trait

- Review case studies in which specific educational needs derived from high capacity are addressed
- Identify successful educational responses based on the analysis of cases of specific educational needs
- Learn about the intervention focused on the improvement of self-esteem and self-knowledge of the individual
- Analyze problem solving strategies and their application with high-capacity students
- Learn the dimensions of learning and its planning focused on individual treatment
- Analyze gnostic, mnesic and attentional mechanisms and proposals for educational practice

Module 5. Clinical Aspects and Educational Needs of High-Capacity Individuals

- Describe the non-pathological clinical aspects of high-capacity individuals
- Critique reference manuals and their applicability to in the area of high-capacity individuals
- Know the biological, psychological and social foundations of clinical models
- Analyze the different types of dyssynchrony that accompany high-capacity individuals
- Compare from a clinical-educational point of view internal dyssynchrony with external dyssynchrony
- Interpret the presence of the Pygmalion effect in the classroom both positive and negative
- Anticipate the potential for identity difusion syndrome in adolescents
- Understand overexcitability and its probable incidence in high-capacity individuals
- Differentiate between the various types of overexcitability and their manifestations

Module 6. 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 7. 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 an integrated and proactive diagnosis
- Understand the different rhythms of cognitive, physical and emotional development, as well as the incidence of dyssynchronies during 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 8. 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 9. 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

Module 10. Neurolinguistic Programming (NLP) Applied to High-Capacity Individuals

- Justify the importance of language and neurolinguistic programming as a support to the educational process
- Review the importance of executive functions in the learning process
- Apply emotional management and social skills techniques oriented to educational practice
- Propose strategies of accompaniment and intervention focused on families
- Review strategies of emotional intelligence applied to family intervention in cases of high-capacity individuals
- Review educational intervention based on educational projects and diversity plans
- Critique teacher training plans
- Propose innovative teacher training plans adjusted to current knowledge

Module 11. New Technologies and Cooperative Learning

- Understand the urgent need for specific teacher training in the field of high-capacity individuals
- Discuss the advantages and disadvantages of the transformation of education with new methods and technological tools
- Know digital educational content, digital tools and educational platforms

- Elaborate a base of technological resources that used for educational practice
- Compare digital resources and share experiences to compile a resource bank
- Know the institutions that bet on and work for Inclusive education, research and for the defense of the rights of students with high capacities

Module 12. Successful Educational Experiences

- Review the curricular organization in different educational stages
- Compare screening results carried out by different educational agents
- Know the process of psycho-pedagogical evaluation as part of the identification process
- Analyze the most frequent psycho-pedagogical evaluation tools
- Learn how to interpret the results of a psycho-pedagogical evaluation with regard to educational responses

Module 13. High-Capacity Individuals and Health

- Know the legal-health framework around High Capacities
- Understand the new technologies that from the health field help to interpret the most specific diagnoses according to the different clinical features presented
- Define the action plan for primary care in clinical complications
- Identify the best clinical tools for primary care
- Analyze clinical processes for primary care and their effectiveness from the follow-up and control required in a multidisciplinary context

Get the latest clinical tools used in primary care with this program"

03

Skills

TECH provides the most current pedagogical tools so that professionals who enter this Professional Master's Degree can enhance their skills in the intervention with patients with High Capacities, as well as their skills in patient monitoring in the application of NLP. The clinical case studies provided by the teaching staff that teaches this qualification will be of great usefulness and of direct application in your usual clinical practice.

Expand your skills thanks to the clinical case studies provided by the specialists that make up this program"

General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context

- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study

- Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments

- Know how to communicate conclusions and knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way

- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

Specific Skills

- Organize emotional management activities applied to the classroom
- Know the characteristics of curricular enrichment, as well as the different models today
- Justify the need for curricular enrichment for all students
- Discuss the advantages and disadvantages of flexibilization or acceleration as applied to high-capacity individuals
- Review the importance of metacognition in the learning process
- Know the importance of emotional intelligence applied to the classroom and the different emotional education models
- Learn about dynamic learning experiences based on the application of neurolinguistic programming
- Review instruments, tests, records, assessments and monitoring plans in the application of Natural Language Processing (NLP)
- Compare the use of new technologies with other educational tools
- Justify the need for both teachers and students to advance in digital expertise
- Analyze the impact flipped classrooms have on different educational stages
- Propose activities and strategies to implement arts education as a backbone element parallel to other educational areas

- Learn about virtual learning environments that manage learning curves and adapt to student pace at different educational stages
- Review the characteristics of project-based learning, both vertically and horizontally
- Organize ideas and approaches to guide future action as an educational guide or project facilitator
- Elaborate a personalized action, guidance or intervention plans in education from the perspective of managing talent in the classroom

TECH provides you with the most innovative didactic resources to keep you up to date with new technologies used with high intellect students"

Course Management

This qualification includes in its teaching staff reference specialists in High Capacity Individuals and Inclusive Education, who pour into this teaching their professional experience and the most advanced knowledge in this field. Likewise, their human quality is also reflected in the syllabus and in the resolution of doubts that students may have about the syllabus during the course of this Professional Master's Degree.

The teaching team is a reference in the approach to children and adolescents with High Capacities. Update your knowledge with the best specialists"

Management

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

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

Structure and Content

The syllabus of this Professional Master's Degree has been developed by a highly qualified teaching team with experience in Psychology and in the care of children and adolescents with High Capacities. This is reflected in the syllabus of this qualification, which consists of 13 modules, in which students can delve with video summaries, videos in detail or essential readings in the pedagogical framework of High Capacity Individuals, the functioning of the brain, clinical aspects and Educational Needs in High Capacity Individuals or Neurolinguistic Programming (NLP). All this, with content that you can access 24 hours a day from an electronic device with internet connection.

The Relearning system will take you in a more natural way through the identification and classification of High Capacity Indivuduals"

Module 1. Educational Paradigm and Pedagogical Framework of High-Capacity Individuals

1.1. Emerging Educational Paradigm: Toward the Education We Need
1.1.1. Teacher Role beyond Transmitting Knowledge
1.1.2. Student Role in the New Learning Context
1.2. Attention to Diversity in Our Pedagogic-Legal Framework
1.2.1. International Treaties
1.3. Organizing the Curriculum and High-Capacity Individuals
1.3.1. Educational Plans and Projects
1.3.2. Organizing the Curriculum and the Classroom
1.3.3. Orientation and Guidance Teams
1.4. The Evolution of the Concept of Intelligence
1.4.1. Factorial and Multifactorial Models
1.4.2. Synthesis Models and Capacity Studies
1.4.3. From Psycometric Theories to the Information Processing Model
1.4.4. Computational Model
1.4.5. Models Based on Neuroscience: Human Connectome
1.5. Explanatory Theories on High-Capacity Individuals
1.5.1. Scientific Basis
1.5.2. Renzulli's Theory
1.5.3. Gagné's Theory
1.5.4. Theories on Intelligence
1.5.5. Evolutionary Models
1.5.6. Multiple intelligences
1.6. Educational Paradigm and Pedagogic-Scientific Framework Concerning High-Capacity Individuals
1.6.1. Definition and history of the biopsychosocial model
1.6.2. Some sociocultural models from explain High Capacities.
1.6.3. The biopsychosocial model: the integrative model
1.6.4. Scientific Framework of High-Capacity Individuals

1.6.5. High Capacity Individuals from a Pedagogical Perspective
1.7. Multidisciplinary Evolution
1.7.1. Attention to diversity: detection, assesment and diagnosis.
1.7.2. Psychopedagogical Evaluation
1.7.3. Psychopedagogical Evaluation in High Intellectual Capacities
1.7.4. Multidisciplinary Evolution
1.8. Specific Educational Needs and Teacher Training
1.8.1. The concept of educational needs: origin and historical evolution.
1.8.2. Specific educational needs; regulations on SEN
1.8.3. Definition and Classification of SEN
1.8.4. Characteristics of SEN
1.8.5. Training-teaching needs and educational response to the ACNEAE.
1.9. The challenge of the school of the 21st century regarding High Capacities.
1.9.1. Brief Historical Review
1.9.2. A plural and democratic society
1.9.3. The Educational challlenges of the 21st century regarding diversity
1.9.4. The Educational challlenges of the 21st century regarding High Intellectual Capacities
1.9.5. Competence-based learning in students with High Intellectual Capabilities

Module 2. Definition and Classification of High-Capacity Individuals

2.1. Definitions of High-Capacity Individuals
2.1.1. What do we mean by High Intellectual Capacities?
2.1.2. Models to differentiate High Capacity Individuals
2.1.3. Definition of High Capacities: principles to take into account
2.1.4. Variables that intervene in the identification of High Capacity Individuals
2.1.5. Risk factor of the High Capacity Individuals
2.1.6. Defining the diversity of High Capacities: profiles of High Intellectual Capacity Individuals
2.2. Spectrum of High-Capacity Individuals
2.2.1. Differential Evolutionary Profiles
2.2.2. Qualitative Cut-off Points
2.2.3. East of the Gaussian Bell
2.2.4. Crystallization of Intelligence

Module 3. Identification of High-Capacity Individuals

3.1. Group and Individual Detection: Tools
  3.1.1. Legislative section
  3.1.2. Historical Approach
  3.1.3. Individual and group detection of High Capacities.
  3.1.4. Tools for the Individual and group detection of High Capacities.
3.2. Psychopedagogical Evaluation Models
  3.2.1. Psychopedagogical Evaluation Principles
  3.2.2. Measurement Validity and Reliability
3.3. Psychometric Assessment Tools
  3.3.1. Cognitive Aspects
  3.3.2. Performance and Aptitude Tests
  3.3.3. Complementary Tests
3.4. Qualitative Assessment Tools
  3.4.1. Personality Tests
  3.4.2. Motivation Tests
  3.4.3. Behavior Tests
  3.4.4. Self-concept Tests
  3.4.5. Adaptation and Socialization Tests
  3.4.6. Projective Tests
3.5. Multidisciplinary Assessment and Clinical Diagnosis
  3.5.1. Educator and Teacher Contributions
  3.5.2. Specialist Psycho-pedagogue Contributions
  3.5.3. Clinician and Physician Contributions
  3.5.4. Asynchronous Neurodevelopment
3.6. Comorbidities
  3.6.1. Asperger's Syndrome
  3.6.2. Double Exceptionality
  3.6.3. Attention Deficit Disorder with or without Hyperactivity
  3.6.4. Personality Disorders
  3.6.5. Eating Disorders
  3.6.6. Learning Difficulties

3.7. Personal Treatment
  3.7.1. Trauma Intervention
  3.7.2. Educational measures for High Capacity students
  3.7.3. Principles and guidelines to be taken into account by the teachers
  3.7.4. Tutorial Action
  3.7.5. Supervision and assessment of the measures carried out
3.8. Response to the family's demand
  3.8.1. The family as a socializing agent
  3.8.2. High Capacities and main characteristics of this type of students
  3.8.3. Role of Parents
  3.8.4. Family models and their influence on the development of High Capacities
  3.8.5. Main concerns of family members
  3.8.6. Myths and Reality about High Capacities
  3.8.7 Strategy for families
3.9. Guidelines for Educational Response
  3.9.1. Big changes at the school
  3.9.2. Educational Response

Module 4. Neuropsychology of High-Capacity Individuals

4.1. Introduction to Neuropsychology
  4.1.1. Introduction to Neuropsychology
  4.1.2. Brain Development
  4.1.3. The Development of Intelligence
  4.1.4. The Flynn Effect.
4.2. Crystalization of High-Capacity Individuals
  4.2.1. Introduction to Differences in High-Capacities
  4.2.2. High-Capacities skull size hypothesis
  4.2.3. High-Capacities Hypothesis of process differentiation
  4.2.4. High-Capacities Hypothesis of neuronal hyperconnectivity
  4.2.5. High-Capacities Neuronal Inhibition
  4.2.6. High-Capacities Neuronal Plasticity

4.3.   Differential Cognitive Functioning
    4.3.1.   Cognitive differences in High-Capacities
    4.3.2.   Positive decay theory
    4.3.3.   Resource management optimization
    4.3.4.   The overoptimized cognitive process in HC
    4.3.5.   Cognitive differences in Early Childhood

4.4.   Metacognitive Regulation
    4.4.1.   Defining Metacognition
    4.4.2.   Development of Metacognition
    4.4.3.   The Relation between Metacognition. and Intelligence
    4.4.4.   Metacognition training

4.5.   Endophenotypes or Neurobiological Markers
    4.5.1.   The origin of High-Capacities
    4.5.2.   Endephenotypes and High-Capacities
    4.5.3.   Inheritability of High-Capacities
    4.5.4.   Neurobiological markers of High-Capacities
    4.5.5.   Endophenotypes vs. Neurobiological markers of High-Capacities

4.6.   Contributions to Clinical Diagnosis
    4.6.1.   Psychological problems and High-Capacities
    4.6.2.   HC and ADHD
    4.6.3.   High-Capacities and Learning Disorders
    4.6.3.   High-Capacities and Oppositional Defiant Disorder
    4.6.4.   HC and ASD

4.7.   Plasticity and Brain Development
    4.7.1.   Neuronal Plasticity Introduction
    4.7.2.   The Role of Neurogenesis
    4.7.3.   Fragility of the Neuronal Plasticity
    4.7.4.   Brain development in High-Capacity Individuals

4.8.   Cognitive Processing and Learning
    4.8.1.   Cognitive processes in High-Capacity Individuals
    4.8.2.   Feelings in High-Capacity Individuals
    4.8.3.   Perception in High-Capacity Individuals
    4.8.4.   Attention in High-Capacity Individuals
    4.8.5.   Memories in High-Capacity Individuals
    4.8.6.   Emotion in High-Capacity Individuals
    4.8.7.   Learning in High-Capacity Individuals
    4.8.8.   PASS theory
    4.8.9.   Motivation in High-Capacity Individuals
    4.8.10.   The MEPS Model

4.9.   Different Minds, Different Learning Experiences.
    4.9.1.   Approximation to Differences in High-Capacities
    4.9.2.   Approximation to High-Capacity Individuals from talents
    4.9.3.   High-Capacity Individuals Facilitating factors
    4.9.4.   Environment and High-Capacity Individuals
    4.9.5.   Characteristics of Students with High-Capacities

4.10.   Brain Functioning: Classroom Strategies
    4.10.1.   High-Capacity Individuals in Classroom
    4.10.2.   Neuroeducation and High-Capacity Individuals
    4.10.3.   School adaptations for High-Capacity Individuals

Module 5. Clinical Aspects and Educational Needs of High-Capacity Individuals

5.1.   Clinical aspects, non-pathological
    5.1.1.   Criteria in Manual for Reference:
    5.1.2.   Multiprofessional teams

5.2.   The Biopsychosocial Model
    5.2.1.   Biological Fundamentals
    5.2.2.   Phsycological Fundaments
    5.2.3.   Social Fundaments

Module 6. Intervention in High-Capacity Individuals

6.1. Techniques to Improve Self-Esteem
    6.1.1. Understand how self-esteem is formed
    6.1.2. Techniques to Improve Self-Esteem
6.2. Coping and Problem-Solving Strategies
    6.2.1. Coping Strategies
    6.2.2. Self-instructions
    6.2.3. Problem-Solving Techniques
6.3. Social Skills
    6.3.1. The Importance of Social Skills at HC
    6.3.2. Models and Social Skills types
6.4. Emotional Management
    6.4.1. Emotion Recognition
    6.4.2. Expression of Emotions
6.5. Learning Planning
    6.5.1. Dimensions of learning
    6.5.2. The spatio-temporal organization of learning
6.6. Personal Development Orientation and Guidance
    6.6.1. Orientation to cognitive development
    6.6.2. Guidance for emotional development
    6.6.3. Vocational and professional orientation
6.7. Family-Centered Intervention
    6.7.1. Understanding High-Capacity Individuals
    6.7.2. Acceptance of Reality
    6.7.3. Decision-Making in the Family Environment
    6.7.4. Behaviors within the Family
    6.7.5. Projects with the Family
    6.7.6. Emotional Intelligence. Managing Emotions

6.8. Educational Intervention
    6.8.1. Educational Projects at the Center
    6.8.2. Structural Adjustments
    6.8.3. Organizational Changes
    6.8.4. Plan of Attention to Diversity
    6.8.5. Teacher Training Plan
    6.8.6. Organizing the Early Childhood Curriculum
    6.8.7. Organizing the Primary Education Curriculum
    6.8.8. Organizing the Secondary Education Curriculum
    6.8.9. Emotional Intelligence. Classroom Application
    6.8.10. Family and School Projects and Programs

Module 7. Educational Strategies and Methodologies

7.1. Definition of Curricular Enrichment
    7.1.1. What is Curricular Enrichment?
    7.1.2. The proposal should be made in stead of the ordinary task, not in addition to it.
    7.1.3. Benefits
    7.1.4. Theoretical bases for syllabus enrichment
    7.1.5. Educational measures for High Capacity students
    7.1.6. Special Measures
7.2. Enrichment Models
    7.2.1. Enrichment Models
7.3. Enriching the syllabus for all students
    7.3.1. SEM Model
    7.3.2. Portfolio
    7.3.3. Triarchic Model
7.4. Extracurricular Enrichment
    7.4.1. Main Work Areas
    7.4.2. Intellectual Enrichment Programs
7.5. Regarding Acceleration
    7.5.1. Templeton Report
    7.5.2. Advantages and Disadvantages of Acceleration or flexibilization

Module 8. Self-regulated Learning

Module 9. Creativity and Emotional Education in the Classroom

Module 10. Neurolinguistic Programming (NLP) Applied to High-Capacity Individuals

Module 11. New Technologies and Cooperative Learning

11.1. The Transformation of Education with New Teaching Methods
    11.1.1. Approaches and Perspectives
    11.1.2. Information Communication Technologies (ICTs)
    11.1.3. Technology for Learning and Knowledge
    11.1.4. Empowerment and Participation Technologies

11.2. Impact of New Technologies in Education
    11.2.1. Digital Skills in Students
    11.2.2. Digital Skills in Teachers
    11.2.3. The Role of Families and the Regulation of Use

11.3. Educating With the Use of New Technologies
    11.3.1. Advantages and Disadvantages of the Use of ICTs
    11.3.2. ICTs and their possibilities for students with HC

11.4. Structure and Abilities in Cooperative Learning
    11.4.1. Implementation of collaborative learning
    11.4.2. Cooperative learning and use of new technologies

11.5. Purposes of Cooperative Learning From a Multicultural Approach
    11.5.1. Cooperative learning and social context
    11.5.2. Interculturality and the benefits of educational partnership

11.6. Application in Each of the Educational Stages
    11.6.1. Teamwork and Group Cohesion in Early Childhood Education
    11.6.2. Cooperative Techniques in Early Childhood Education
    11.6.3. Didactics and Experiences in Primary Education Simple Structures
    11.6.4. Primary Research and Projects
    11.6.5. Importance of Roles in Secondary Education
    11.6.6. Evaluation of Cooperative Experiences in Secondary Schools

11.7. Design of Activities and Group Dynamics
    11.7.1. Group cohesion activities
    11.7.2. Group Dynamics

11.8. The Role of the Teacher as Facilitator and Guide
    11.8.1. Teacher the guide in the digital era
    11.8.2. The Classroom as Learning scenarios

11.9. Assessment of Cooperative Learning
    11.9.1. Peer Assessment
    11.9.2. Self-Observation
    11.9.3. Teacher Assesment

Module 12. Successful Educational Experiences

12.1. Centers of Interest and Project Work in Pre-School
    12.1.1. Development of Project Work
    12.1.2. Role of the Participants
    12.1.3. Assessment of Project Work

12.2. Cognitive and Language Stimulation Projects Applied to Pre-School Education
    12.2.1. Areas of Cognitive Stimulation
    12.2.2. Cognitive Stimulation Programs
    12.2.3. Language Prerequisites
    12.2.4. Language Stimulation Programs

12.3. Virtual Learning Environments in Pre-School and Primary Education
    12.3.1. Virtual environments as a diagnostic and adaptive tool
    12.3.2. Language workshops
    12.3.3. Mathematics workshops

12.4. Art Education in Pre-School and Primary School
    12.4.1. Art education in pre-school and elementary school
    12.4.2. Art education in elementary school
    12.4.3. Resources and activities in art education

12.5. Project Based Learning in Primary and in High School Education
    12.5.1. Steps to Implement Project-Based Learning
    12.5.2. Tools Used
    12.5.3. Description of Experiences

12.6. Cognitive and Education Strategies in Secondary Education
    12.6.1. Metacognitive Strategies in Secondary Education
    12.6.2. Learning assessment strategies in secondary education

12.7. Flipped Classroom
    12.7.1. Flipped Classroom origins
    12.7.2. Development of Methodology
    12.7.3. Experiences and Applications

Module 13. High-Capacity Individuals and Health

A 100% online qualification that offers you the latest trends in Neurolinguistic Programming (NLP)"

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.
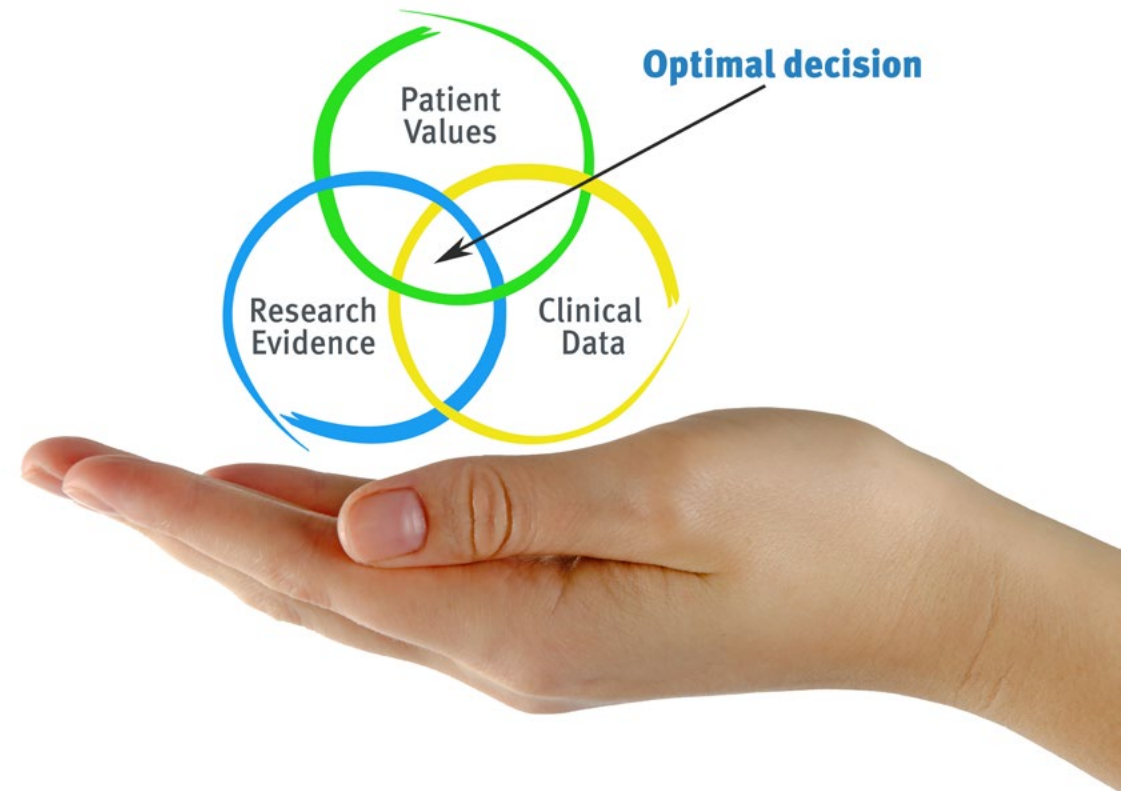
According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that 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%
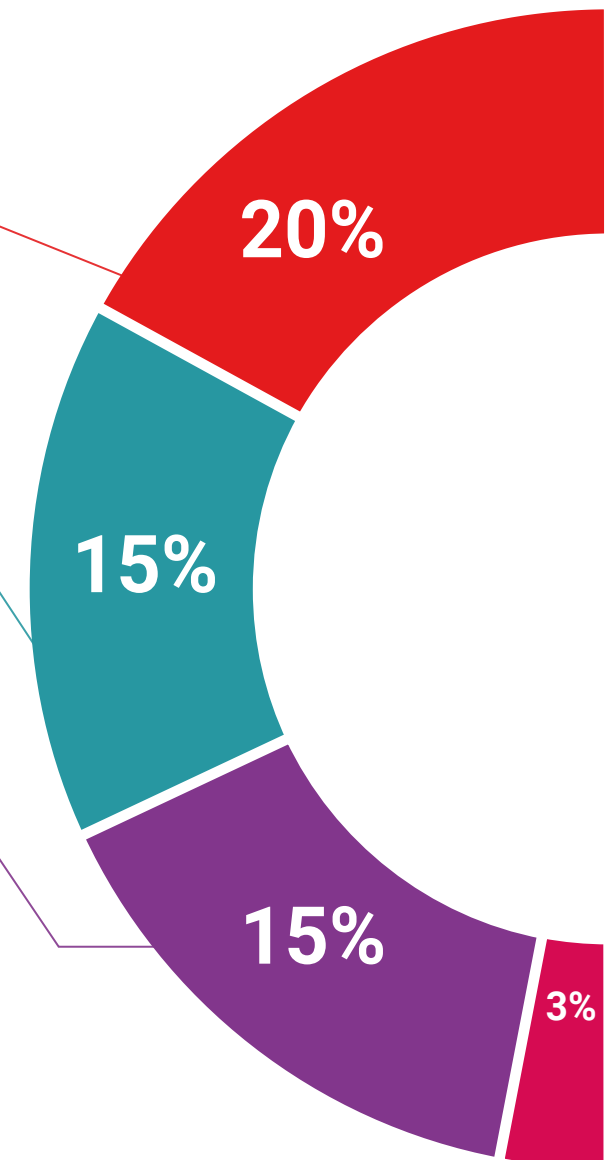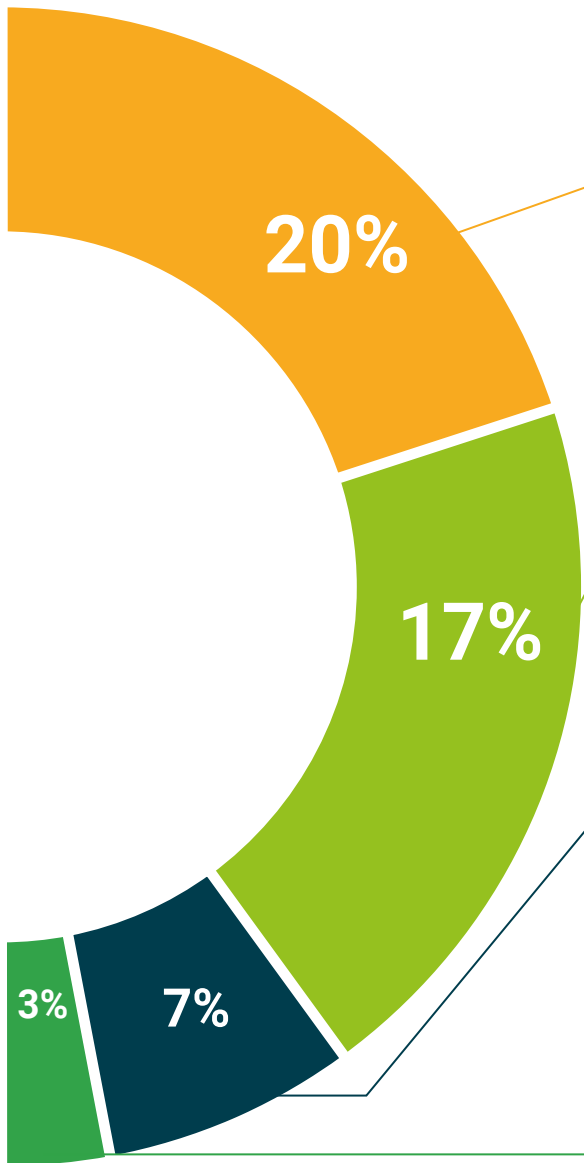
Expert-Led Case Studies and Case Analysis

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.

07
Certificate

The Professional Master's Degree in Professional Master's Degree in High-Capacity Individuals and Inclusive Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree 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 program will allow you to obtain your **Professional Master's Degree in High-Capacity Individuals and Inclusive Education** 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.
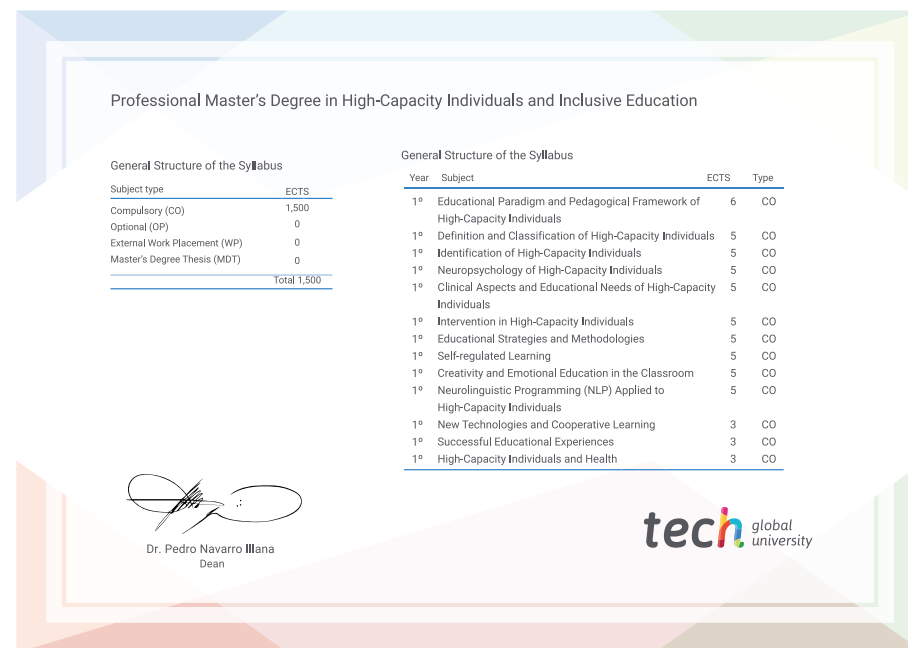
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in High-Capacity Individuals and Inclusive Education**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

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

Professional Master's Degree in High-Capacity Individuals and Inclusive Education

This is a program of 1,500 hours of duration equivalent to 60 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

Professional Master's Degree in High-Capacity Individuals and Inclusive Education

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
Total	1,500

General Structure of the Syllabus

Year	Subject	ECTS	Type
1°	Educational Paradigm and Pedagogical Framework of High-Capacity Individuals	6	CO
1°	Definition and Classification of High-Capacity Individuals	5	CO
1°	Identification of High-Capacity Individuals	5	CO
1°	Neuropsychology of High-Capacity Individuals	5	CO
1°	Clinical Aspects and Educational Needs of High-Capacity Individuals	5	CO
1°	Intervention in High-Capacity Individuals	5	CO
1°	Educational Strategies and Methodologies	5	CO
1°	Self-regulated Learning	5	CO
1°	Creativity and Emotional Education in the Classroom	5	CO
1°	Neurolinguistic Programming (NLP) Applied to High-Capacity Individuals	5	CO
1°	New Technologies and Cooperative Learning	3	CO
1°	Successful Educational Experiences	3	CO
1°	High-Capacity Individuals and Health	3	CO

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Dean

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*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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Professional Master's Degree
High-Capacity Individuals and Inclusive Education

» Modality: **online**
» Duration: **12 months**
» Certificate: **TECH Technological University**
» Credits: **60 ECTS**
» Schedule: **at your own pace**
» Exams: **online**

Professional Master's Degree
High-Capacity Individuals and Inclusive Education

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