

Professional Master's Degree

School Bullying



Professional Master's Degree School Bullying

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/professional-master-degree/master-school-bullying

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01

Introduction to the Program

School bullying is a complex issue that affects the socio-emotional development of children and adolescents in educational settings. It manifests through physical, verbal, or digital aggression that deteriorates coexistence and creates long-term consequences. According to UNESCO data, more than 30% of students worldwide have been victims of bullying at some point in their school life, highlighting the magnitude of this phenomenon. In response to this reality, TECH offers an innovative university program that allows education and psychology professionals to deepen their understanding of prevention and intervention strategies. This is all facilitated through 100% online learning, providing access to up-to-date content and guidance from specialists in the field.



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With this 100% online program, you will boost your professional career in the fight against School Bullying, backed by TECH and the best experts in the field”

As a direct consequence that profoundly affects the well-being and development of students, School Bullying has gained fundamental relevance in educational development. Systematic bullying, whether physical, verbal, or digital, can lead to emotional problems, poor academic performance, and even school dropout. Professionals with specialized knowledge in this field can intervene effectively to prevent, detect, and mitigate the effects of these violent dynamics, promoting safe and healthy learning environments.

Applying evidence-based strategies is key to reducing the incidence of bullying and fostering a culture of respect in the classrooms. However, achieving this requires advanced training that integrates the latest advances in psychology, pedagogy, and current regulations on school coexistence.

Based on this reality, TECH presents a School Bullying program with a practical and up-to-date approach, incorporating recent studies, intervention strategies, and digital tools for prevention and early detection. Its innovative learning model allows professionals to access advanced resources, real case studies, and intervention simulations, favoring immediate application in their work environment. This university degree covers everything from the psychological impact of bullying to managing cyberbullying, providing a comprehensive view of this phenomenon.

This academic experience stands out for its 100% online methodology, enabling knowledge updates without restrictions and with complete flexibility. Moreover, it features a teaching staff composed of experts in education, psychology, and law, offering one of the highest-level university programs available. Through the exclusive Relearning learning method, professionals will absorb knowledge progressively and effectively, adapting their studies to their own pace. All of this, with the backing that only TECH provides.

This **Professional Master's Degree in School Bullying** contains the most complete and up-to-date university program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts on Bullying
- ♦ 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
- ♦ Special emphasis on innovative methodologies in School Bullying
- ♦ 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



You will develop effective protocols to address bullying in educational environments, promoting school coexistence and reducing the impact on victims"

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You will implement responsible educational strategies in the school setting, keeping in mind the ethical aspects related to coexistence, bullying prevention, and student safety”

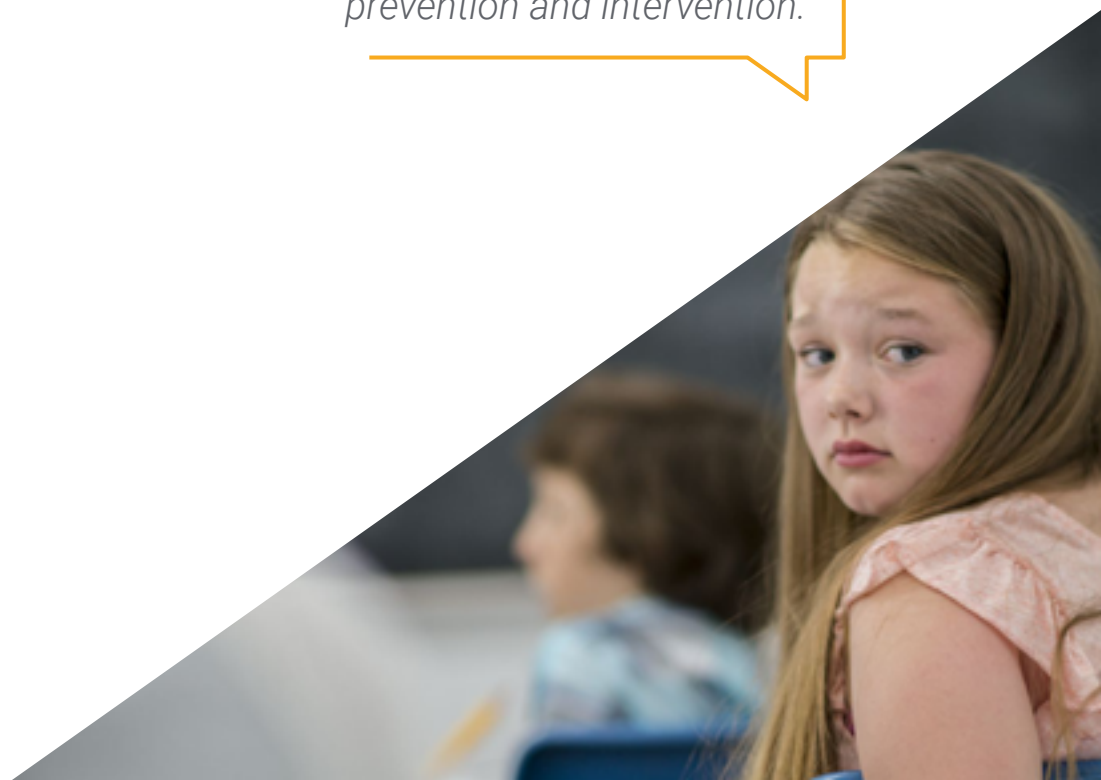
The program includes a teaching staff composed of professionals from the School Bullying field, who share their practical experience, alongside renowned specialists from leading societies and prestigious universities.

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 an immersive learning experience designed to prepare for real-life situations.

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

The Relearning system will allow you to learn with less effort and more efficiency, enhancing your involvement in your professional specialization in School Bullying prevention.

TECH provides all its resources to help you specialize in School Bullying prevention and intervention.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

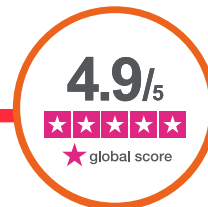
Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



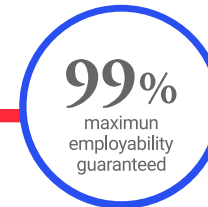
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03

Syllabus

The key aspects of School Bullying, from its origins in social dynamics to advanced intervention strategies, will be highly relevant in this high-level university program from TECH. The professional will develop skills to detect and prevent Bullying and Cyberbullying, manage conflicts in the classroom, and apply effective coexistence models. Additionally, the program will delve into child and adolescent psychopathology, personality disorders, and applicable legislation. Through case studies and innovative tools, students will acquire competencies to transform the educational environment into a safe space, consolidating their role in the eradication of school violence.



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You will learn the most advanced techniques in mediation and conflict resolution, managing School Bullying in different educational contexts”

Module 1. Importance of Attachment Development and Social Relationships in School Bullying

- 1.1. Introduction to the Study of Affective and Social Development
 - 1.1.1. Bowlby's Attachment Theory
 - 1.1.2. Later contributions to attachment theory
 - 1.1.3. Types of Attachment
- 1.2. Beginning of Affective Relationships
 - 1.2.1. Conditions Necessary for an Attachment to Form
 - 1.2.2. The Formation of the First Attachment
 - 1.2.3. Components of the Attachment Relationship
 - 1.2.4. Evolution of Attachment During Childhood
- 1.3. Development and Evolution of Attachment in Infancy
 - 1.3.1. Theories on Affective Development
 - 1.3.2. Affective Development
 - 1.3.3. Emotional development
- 1.4. Development of Attachment from Adolescence to Adulthood
 - 1.4.1. Attachment in Adolescence
 - 1.4.2. Attachment in Young Adults
 - 1.4.3. Attachment in middle-aged and elderly adults
 - 1.4.4. Differences in Attachment in Adulthood
- 1.5. Development of Personal Identity
 - 1.5.1. The Development of the Self-Concept
 - 1.5.2. Self-Esteem: the Evaluation Component of Self-Esteem
 - 1.5.3. The Development of Self-Control
 - 1.5.4. Concept of Identity
 - 1.5.5. Social Cognition
- 1.6. Peer-to-Peer Relationships
 - 1.6.1. Relationships between colleagues
 - 1.6.2. Sibling relationships
 - 1.6.3. Relationships between friends
 - 1.6.4. Social interactions in play, aggression, and prosocial behavior
 - 1.6.5. Peer power relationships
 - 1.6.6. Factors of social experience

- 1.7. Social Development in Adolescence
 - 1.7.1. Theories of development of social relationships
 - 1.7.2. Self-Concept and Self-Esteem
 - 1.7.3. Family Relationships
 - 1.7.4. Relationships with Peers
- 1.8. Moral in Childhood
 - 1.8.1. Development of Moral Concept
 - 1.8.2. Moral Thinking
 - 1.8.3. Moral Behavior
 - 1.8.4. Values
- 1.9. Early Promotion of Emotional Development
 - 1.9.1. Factors that Determine Parental Performance
 - 1.9.2. Intervention Models
 - 1.9.3. Parenting Educational Styles
- 1.10. Intervention in Social Development
 - 1.10.1. Family Education and Social Competence
 - 1.10.2. Assessment of Social Competence in Children
 - 1.10.3. Development of Social Competence in Children
 - 1.10.4. Prevention of Antisocial Behavior

Module 2. School Coexistence in Addressing Bullying

- 2.1. School Coexistence as a Main Strategy
 - 2.1.1. Definition of Coexistence
 - 2.1.2. Models on School Coexistence
 - 2.1.3. Development of Basic Skills for Good Coexistence
 - 2.1.4. School Spaces for Coexistence
- 2.2. Coexistence Plan as the Main Prevention Strategy
 - 2.2.1. The Coexistence Plan
 - 2.2.2. Objectives of the Coexistence Plan
 - 2.2.3. Phases of the Coexistence Plan
 - 2.2.4. Actions of the Coexistence Plan
 - 2.2.5. Evaluation of the Follow-up of the Coexistence Plan

- 2.3. The Discrimination Process in School Bullying
 - 2.3.1. Concept of Discrimination
 - 2.3.2. Types of Discrimination
 - 2.3.3. Causes of Discrimination and How to Detect It
 - 2.3.4. Guidelines for Detecting Situations of Discrimination
- 2.4. Peculiarities of school conflict
 - 2.4.1. The Definition of Conflict
 - 2.4.2. Causes of the Conflict
 - 2.4.3. Characteristics of the Conflict
 - 2.4.4. Types of School Conflict
 - 2.4.5. Forms of Positive Conflict Resolution
- 2.5. Prevention, Intervention and Search for Alternatives
 - 2.5.1. School Conflict Prevention Programs
 - 2.5.2. Negotiation at School
 - 2.5.3. School Mediation
 - 2.5.4. Intervention in Cases Detected
- 2.6. The Importance of Families and School in the School Bullying
 - 2.6.1. Family-school Relationship
 - 2.6.2. Influence of the Family on School Coexistence
 - 2.6.3. Conflict Between the Family and the Education Center
 - 2.6.4. Action Protocol for School Conflict
 - 2.6.5. Recommendations for Families
- 2.7. Media and Technologies as Generators of Conflict
 - 2.7.1. The Technological Era and its Influence in Social Relationships
 - 2.7.2. Advantages and Disadvantages of ICTs for Coexistence
 - 2.7.3. Influence of ICTs on School Conflict
 - 2.7.4. Cyber Risks in the Student Body
 - 2.7.5. Educational Tools for the Responsible Use of ICTs
- 2.8. Programs Used for Teacher Professional Development in School Bullying
 - 2.8.1. Principles Guiding Effectiveness
 - 2.8.2. The Student as an Indicator
 - 2.8.3. Program Evaluation and Program Improvement
 - 2.8.4. Use of ICTs to Improve Coexistence

- 2.9. The Proper Professional Development of Teachers in School Bullying
 - 2.9.1. Premises and Basic Principles of Teacher Professional Development
 - 2.9.2. Elements for Achieving Excellence
 - 2.9.3. Educational Policies for Improving Teacher Professional Development
- 2.10. Continuing Teacher Education on School Bullying
 - 2.10.1. Continuing Education Concept
 - 2.10.2. The Teacher as an Object of Research
 - 2.10.3. Methodological Approach
 - 2.10.4. Motivations for Carrying Out Continuing Education Activities
 - 2.10.5. Level of Participation in Educational Activities

Module 3. Conflict as the Basis of School Bullying

- 3.1. Analysis of the Conflict in School Bullying
 - 3.1.1. Conflict in Education
 - 3.1.3. Historical Overview
 - 3.1.4. Learning from Conflict
- 3.2. Conflict Theory Applied to School Bullying
 - 3.2.1. The Conflict
 - 3.2.2. Data Collection
 - 3.2.3. Perspectives of the Conflict
- 3.3. Contextual Approach to School Bullying
 - 3.3.1. What is Context?
 - 3.3.2. Interaction Between Personality and Context
- 3.4. Planning the Analysis of a School Bullying Situation
 - 3.4.1. Suitability of the Mediator
 - 3.4.2. Conflict Detection Plan
- 3.5. Stages of Planning the Intervention in School Bullying
 - 3.5.1. Target Population
 - 3.5.2. Use of Instruments
 - 3.5.3. Design of Data Collection
 - 3.5.4. Implementation
 - 3.5.5. Results and Conclusions

- 3.6. Didactic Models Involved in School Bullying
 - 3.6.1. The Dyadic Conflict
 - 3.6.2. Data on Dyadic Conflicts
- 3.7. School Bullying in Pre-School Education
 - 3.7.1. Active Listening
 - 3.7.2. Deep Exploration of the Conflict Beyond the Surface
 - 3.7.3. Reactions of the Involved Parties
 - 3.7.4. Experience of Emotions
- 3.8. School Bullying in Primary School Children
 - 3.8.1. Active Listening
 - 3.8.2. Deep Exploration of the Conflict Beyond the Surface
 - 3.8.3. Elements Relating to Individuals
 - 3.8.4. Elements Relating to the Process
 - 3.8.5. Elements Relating to Communication
- 3.9. School Bullying in Adolescents
 - 3.9.1. Active Listening
 - 3.9.2. Deep Exploration of the Conflict Beyond the Surface
 - 3.9.3. Elements Relating to Individuals
 - 3.9.4. Elements Relating to the Process
 - 3.9.5. Elements Relating to Communication
- 3.10. Importance of Follow-up and Support in School Bullying
 - 3.10.1. Follow-up
 - 3.10.2. Different Resources of Support for Teachers

Module 4. School Violence: Bullying and Cyberbullying

- 4.1. Definition of School Bullying
 - 4.1.1. School Bullying
 - 4.1.2. Bullying Incidence Data Worldwide
 - 4.1.3. Characteristics of School Bullying
- 4.2. How to Detect School Bullying
 - 4.2.1. Detection of School Bullying
 - 4.2.2. Characteristics of Some of the Profiles Involved
 - 4.2.3. How it Manifests
 - 4.2.4. How to Approach the Minor in This Situation

- 4.3. How to Prevent School Bullying
 - 4.3.1. The Role of Prevention
 - 4.3.2. Bullying Prevention Activities
- 4.4. How to Act in the Case of School Bullying
 - 4.4.1. Response to a Bullying Case
 - 4.4.2. Responsibilities of Parents and Educators
 - 4.4.3. How to Act in Case of Bullying
 - 4.4.5. Educational Centers
- 4.5. Definition of Cyberbullying
 - 4.5.1. Cyberbullying
 - 4.5.2. Cyberbullying Incidence Data Worldwide
 - 4.5.3. Characteristics of Cyberbullying
- 4.6. How to Detect Cyberbullying
 - 4.6.1. Detection of Cyberbullying
 - 4.6.2. Characteristics of Some of the Profiles Involved
 - 4.6.3. How it Manifests
 - 4.6.4. How to Approach the Minor in This Situation
- 4.7. How to Prevent Cyberbullying
 - 4.7.1. The Role of Prevention
 - 4.7.2. Cyberbullying Prevention Activities
- 4.8. How to Act in Cyberbullying
 - 4.8.1. Response to a Bullying Case
 - 4.8.2. Responsibilities of Parents and Educators
 - 4.8.3. How to Act in Case of Bullying
 - 4.8.4. Responsibilities of Parents and Educators
 - 4.8.5. Educational Centers
- 4.9. Definition of Grooming
 - 4.9.1. *Grooming*
 - 4.9.2. Grooming Incidence Data Worldwide
 - 4.9.3. Characteristics of Grooming
 - 4.9.4. Response to Grooming

- 4.10. Definition of Stalking
 - 4.10.1. *Stalking*
 - 4.10.2. Stalking Incidence Data Worldwide
 - 4.10.3. Characteristics of Stalking
 - 4.10.4. Response to Stalking

Module 5. The Teacher, the School, and the Counseling Service

- 5.1. Observation of Behaviors that May Constitute School Bullying
 - 5.1.1. Observation of Behaviors in the Aggressor
 - 5.1.2. Observation of Behaviors in the Victim
 - 5.1.3. Observation of Behaviors in the Witnesses
- 5.2. Communication with the Principal and the Management Team
 - 5.2.1. Coexistence Plan
 - 5.2.2. Action Protocol
 - 5.2.3. Activation of the Action Protocol
- 5.3. Collection and Analysis of Information
 - 5.3.1. Process of Collecting Information
 - 5.3.2. Adoption of Emergency Measures
 - 5.3.3. First Communication with Families
- 5.4. Educational Inspection
 - 5.4.1. What is Educational Inspection
 - 5.4.2. Report Referred to Educational Inspection
 - 5.4.3. Actions of Educational Inspection
- 5.5. Diagnosis in the Absence of School Bullying
 - 5.5.1. Educational Guidelines for the Prevention of School Bullying
 - 5.5.2. Educational Approach with the Classroom
 - 5.5.3. Tools for Addressing Risk Situations
- 5.6. Diagnosis of School Bullying
 - 5.6.1. Action Procedure
 - 5.6.2. Intervention with the Aggressor
 - 5.6.3. Intervention with the Victim
 - 5.6.4. Intervention with the Witnesses

- 5.7. Evaluation Questionnaires
 - 5.7.1. School Bullying Questionnaires
 - 5.7.2. Cyberbullying Questionnaires
 - 5.7.3. Questionnaires to Evaluate Peer Relationships
 - 5.7.4. Questionnaires to Assess Mood
- 5.8. Intervention Programs in School Bullying
 - 5.8.1. KiVa Program
 - 5.8.2. Zero Program
 - 5.8.3. *Mybullying* Program
 - 5.8.4. AVE Program
- 5.9. Emotional Education
 - 5.9.1. The Emotion of Sadness
 - 5.9.2. The Emotion of Joy
 - 5.9.3. The Emotion of Anger
 - 5.9.4. The Emotion of Fear
 - 5.9.5. Empathy
 - 5.9.6. Psychological Treatment in School Bullying
- 5.10. Consequences of School Bullying
 - 5.10.1. Psychological Effects of School Bullying
 - 5.10.2. Long-Term Effects of School Bullying
 - 5.10.3. Comorbidity in School Bullying

Module 6. Communicative Styles in the Resolution of School Bullying

- 6.1. Communication in Situations of School Bullying
 - 6.1.1. Sender
 - 6.1.2. Receiver
 - 6.1.3. Message
 - 6.1.4. Communication Channels
- 6.2. Styles of Verbal, Non-Verbal, and Paraverbal Communication
 - 6.2.1. Verbal Communication
 - 6.2.2. Non-Verbal Communication
 - 6.2.3. Paraverbal Communication

- 6.3. Unequal Resolution Communicative Styles
 - 6.3.1. Communication Styles
 - 6.3.2. Win/Lose
 - 6.3.3. Lose/Win
- 6.4. Appropriate and Empathetic Communication
 - 6.4.1. Win/Win
 - 6.4.2. Win and Help the Other Win
- 6.5. Assertive Communication in School Bullying
 - 6.5.1. Assertive Communication in Conflicts
 - 6.5.2. Benefits of Assertive Communication
- 6.6. Appropriate Decision-Making to Resolve a Situation of School Bullying
 - 6.6.1. Process of Appropriate Decision-Making
 - 6.6.2. Variables Involved in the Decision-Making Process
- 6.7. Communication Agents Involved in School Bullying
 - 6.7.1. Communication by the Student
 - 6.7.2. Communication by the Teacher
- 6.8. Developing Non-Violent Communication for Addressing School Bullying
 - 6.8.1. Non-Violent Communication
 - 6.8.2. States of Aggressiveness
 - 6.8.3. Indicators of Aggressiveness
- 6.9. ICTs and Preventive Communication Strategies
 - 6.9.1. The Role of Technologies in Communication
 - 6.9.2. Appropriate Forms of Communication through ICTs
- 6.10. Active Listening as a Key Element in School Bullying
 - 6.10.1. Active Listening
 - 6.10.2. Empathic Listening
 - 6.10.3. Signs of Active Listening



Module 7. The Group, Roles, and the Resolution of School Conflicts

- 7.1. The Group in the School Context
 - 7.1.1. What is a Group?
 - 7.1.2. Characteristics of a Group
 - 7.1.3. Recognition of Groups
- 7.2. Group Dynamics in School Interactions
 - 7.2.1. Group Activities
 - 7.2.2. Competencies in Group Activities
 - 7.2.3. Techniques Used in Group Dynamics
- 7.3. Types of Roles Involved in School Conflicts
 - 7.3.1. Generation of Conflict
 - 7.3.2. Peer Mediation
 - 7.3.3. The Role of the Aggressor's Assistant and the Victim's Assistant
- 7.4. Strategies for Identifying School Roles
 - 7.4.1. Techniques to Identify the Different Roles
 - 7.4.2. Indicators to Determine Roles
- 7.5. Role Differentiation at Individual and Group Level
 - 7.5.2. The Role Occupied by an Individual
 - 7.5.3. The Role Attributed by Peers
 - 7.5.4. The Desired Role
- 7.6. The Teacher's Role as an Agent of Change
 - 7.6.1. Activities in which the Teacher's Role Prevails
 - 7.6.2. Activities in which Teacher and Students Participate Together
 - 7.6.3. Activities According to the Group Objective
- 7.7. Training for Conflict Resolution in Bullying Situations
 - 7.7.1. Conflict Resolution Strategies
 - 7.7.2. Conflict Resolution Skills
- 7.8. Playful Strategies for Conflict Resolution in School Bullying
 - 7.8.1. Use of Play in Conflict Resolution
 - 7.8.2. Role-Playing for Conflict Resolution

- 7.9. Strategies for Addressing Conflicts through Humor
 - 7.9.1. The Sense of Humor
 - 7.9.2. Therapeutic Use of Humor
 - 7.9.3. The Use of Humor in School Bullying
- 7.10. The Educational Role of the Victim of School Bullying
 - 7.10.1. Meaning of Victim
 - 7.10.2. Empathy with the Victim
 - 7.10.3. Use of Daily Mistreatment for Awareness
 - 7.10.4. Use of Serious and Relevant Data to Address School Bullying

Module 8. Law Applied to School Bullying

- 8.1. Legal Classification of the Main Behaviors of School Bullying
 - 8.1.1. Common Elements
 - 8.1.2. Legal Classification of Bullying
- 8.2. Criminal and Civil Liability of Minors at the International Level
 - 8.2.1. Minors
 - 8.2.2. Parents and Legal Guardians
 - 8.2.3. Schools
- 8.3. Legal Protection of Minors at the International Level
 - 8.3.1. Characteristics of Legal Protection of Minors
 - 8.3.2. Basic Concepts of Legal Protection of Minors
 - 8.3.3. Application of Laws Directed Toward the Protection of Minors
- 8.4. Legislative Framework for the Protection of Children at the International Level
 - 8.4.1. Legislative Responses for the Protection of Children in Educational Centers, the Family Environment, and on the Internet Across Different Countries
 - 8.4.2. Civil Liability in School Bullying Across Different Countries
 - 8.4.3. Subsidiary Liability of Schools in Different Countries
- 8.5. Instruments of Educational Centers to Address School Bullying
 - 8.5.1. Prevention Instruments
 - 8.5.2. Action Instruments

- 8.6. Juvenile Justice at the International Level
 - 8.6.1. Legal Procedure
 - 8.6.2. Legal Measures
 - 8.6.3. Phases of the Judicial Process
- 8.7. The Psychopedagogical Report
 - 8.7.1. School Report
 - 8.7.2. Reasons for Assessment
 - 8.7.3. Drafting of Results
 - 8.7.4. Drafting of Conclusions
- 8.8. The Clinical Report
 - 8.8.1. Clinical Report
 - 8.8.2. Reason for Interview
 - 8.8.3. Results and Conclusions
 - 8.8.4. Proposed Intervention
- 8.9. Expert Evaluation of Minors
 - 8.9.1. The Interview
 - 8.9.2. Assessment Instruments
 - 8.9.3. Structure and Content of the Report
 - 8.9.4. Characteristics of Juvenile Offenders
 - 8.9.5. Observation in the Judicial Context
- 8.10. Expert Evaluation of Abuse
 - 8.10.1. Profile of the Abuser
 - 8.10.2. Profile of the Victim
 - 8.10.3. Dynamics of the Abusive Relationship
 - 8.10.4. Types of Aggressions

Module 9. Childhood and Adolescent Psychopathology

- 9.1. Neurodevelopmental Disorders
 - 9.1.1. What are Neurodevelopmental Disorders?
 - 9.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
 - 9.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence

- 9.2. Schizophrenia Spectrum and Other Psychotic Disorders
 - 9.2.1. What Are Schizophrenia Spectrum and Other Psychotic Disorders?
 - 9.2.2. Disorders Included in the Diagnostic Category of Schizophrenia Spectrum and Other Psychotic Disorders
 - 9.2.3. Childhood Schizophrenia
- 9.3. Bipolar Disorder and Related Disorders
 - 9.3.1. What are Bipolar and Related Disorders?
 - 9.3.2. Disorders Included in the Diagnostic Category of Bipolar Disorder and Related Disorders
 - 9.3.3. Bipolar Disorder in Childhood and Adolescence
- 9.4. Depressive Disorders
 - 9.4.1. Types of Depressive Disorders
 - 9.4.2. Disorders Included in the Diagnostic Category of Depressive Disorders
 - 9.4.3. Depressive Disorders in Childhood
- 9.5. Anxiety Disorders
 - 9.5.1. Anxiety Disorders
 - 9.5.2. Types of Anxiety Disorders included in the DSM-V
 - 9.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence.
- 9.6. Obsessive-Compulsive Disorder and Related Disorders
 - 9.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
 - 9.6.2. Disorders Included in the Diagnostic Category of Obsessive-Compulsive Disorder and Related Disorders
 - 9.6.3. Obsessive-Compulsive Disorder in Childhood and Adolescence
- 9.7. Trauma- and Stressor-Related Disorders
 - 9.7.1. What Are Trauma- and Stressor-Related Disorders?
 - 9.7.2. Disorders Included in the Diagnostic Category of Trauma- and Stressor-Related Disorders
 - 9.7.3. Trauma-Related Disorders in Childhood and Adolescence
- 9.8. Dissociative Disorders
 - 9.8.1. Characteristics of Dissociative Disorders
 - 9.8.2. Disorders Included in the Diagnostic Category of Dissociative Disorders
 - 9.8.3. Dissociative Disorders in Childhood and Adolescence

- 9.9. Somatic Symptom Disorders and Related Disorders
 - 9.9.1. What Are Somatic Symptom and Related Disorders?
 - 9.9.2. Disorders Included in the Diagnostic Category of Somatic Symptom and Related Disorders
 - 9.9.3. Somatic Symptomatology in Childhood and Adolescence
- 9.10. Feeding and Eating Disorders
 - 9.10.1. What Are Feeding and Eating Disorders?
 - 9.10.2. Feeding and Eating Disorders Included in the DSM-5
 - 9.10.3. Relevant Data on Feeding and Eating Disorders in Childhood and Adolescence

Module 10. Personality Disorders

- 10.1. Paranoid Personality Disorder
 - 10.1.1. Introduction to Paranoid Personality Disorder
 - 10.1.2. Diagnostic Criteria
 - 10.1.3. Paranoid Personality in Childhood
- 10.2. Schizoid Personality Disorder
 - 10.2.1. Introduction to Schizoid Personality Disorder
 - 10.2.2. Diagnostic Criteria
 - 10.2.3. Schizoid Personality in Childhood and Adolescence
- 10.3. Schizotypal Personality Disorder
 - 10.3.1. Introduction to Schizotypal Personality Disorder
 - 10.3.2. Diagnostic Criteria
 - 10.3.3. Schizotypal Personality in Minors. Differences with Adults
- 10.4. Borderline Personality Disorder
 - 10.4.1. Introduction to Borderline Personality Disorder
 - 10.4.2. Diagnostic Criteria
 - 10.4.3. Borderline Personality in Childhood and Adolescents
- 10.5. Narcissistic Personality Disorder
 - 10.5.1. Introduction to Narcissistic Personality Disorder
 - 10.5.2. Diagnostic Criteria
 - 10.5.3. Narcissist Personality in Children
- 10.6. Antisocial Personality Disorder
 - 10.6.1. Introduction to Antisocial Personality Disorder
 - 10.6.2. Diagnostic Criteria
 - 10.6.3. Antisocial Personality in Minors
- 10.7. Histrionic Personality Disorder
 - 10.7.1. Introduction to Histrionic Personality Disorder
 - 10.7.2. Diagnostic Criteria
 - 10.7.3. Histrionic Personality in Childhood and Adolescence
- 10.8. Avoidant Personality Disorder
 - 10.8.1. Introduction to Avoidant Personality Disorder
 - 10.8.2. Diagnostic Criteria
 - 10.8.3. Avoidant Personality and Its Relation to Childhood and Adolescence
- 10.9. Dependent Personality Disorder
 - 10.9.1. Introduction to Dependent Personality Disorder
 - 10.9.2. Diagnostic Criteria
 - 10.9.3. Dependent Personality and Its Relation to Childhood and Adolescence
 - 10.9.4. Implications of Dependent Personality in Adulthood
- 10.10. Obsessive-Compulsive Personality Disorder
 - 10.10.1. Introduction to the Concept of Obsessions and Compulsions
 - 10.10.2. The Concept of Obsessive-Compulsive Personality Disorder and Diagnostic Criteria
 - 10.10.3. Obsessive-Compulsive Personality in Childhood and Adolescence



You will delve into key communicative styles in conflict resolution, gaining an understanding of the social relationships involved in the emergence of School Bullying”

04

Teaching Objectives

This high-level postgraduate degree is designed to train professionals in the identification, prevention, and intervention of School Bullying. Throughout the program, participants will acquire competencies to analyze coexistence dynamics, manage conflicts, and apply effective action protocols. They will also develop skills in child and adolescent psychopathology, school mediation, and communicative strategies for conflict resolution. With an evidence-based approach, they will be prepared to design action plans tailored to different educational environments, promoting student safety and well-being. All this, with the support of TECH and a distinguished faculty team.



“

You will develop competencies in Child and Adolescent Psychopathology while implementing school coexistence models that foster safe, violence-free environments”



General Objectives

- ♦ Deepen knowledge of the prevention and intervention of School Bullying
- ♦ Explore the various areas in which School Bullying has an impact
- ♦ Provide a comprehensive study system for addressing School Bullying in its entirety
- ♦ Examine the educational, psychological, social, and legal aspects of School Bullying
- ♦ Acquire advanced knowledge of the relationship between School Bullying and its psychological consequences
- ♦ Describe school conflict management, assertive communication, and problem-solving tools
- ♦ Present tools for the prevention of School Bullying
- ♦ Explain tools for effective intervention in School Bullying





Specific Objectives

Module 1. Importance of Attachment Development and Social Relationships in School Bullying

- ♦ Deepen in what attachment is and to take into account what produces it
- ♦ Take into account the skills necessary to develop attachment
- ♦ Delve into the types of attachment
- ♦ Describe all the aspects involved in attachment
- ♦ Explain what social relationships are
- ♦ Discover how social relationships are produced

Module 2. School Coexistence in Addressing Bullying

- ♦ Delve into what school coexistence is
- ♦ Explain common coexistence problems.
- ♦ Develop the role of students in school coexistence.
- ♦ Learn about the role of teachers in school coexistence.
- ♦ Get to know how to achieve an adequate school coexistence.

Module 3. Conflict as the Basis of School Bullying

- ♦ Delve into what is a school conflict
- ♦ Describe the main types of school conflicts
- ♦ Learn about the role of students in school conflict
- ♦ Delve into the role of teachers in school conflict
- ♦ Understand the importance of the school in dealing with school conflicts
- ♦ Get to know the situation of the family in a context of school conflict

Module 4. School violence: Bullying and Cyberbullying

- ♦ Examine what School Bullying is
- ♦ Identify the types of school bullying
- ♦ Understand the profiles involved in school bullying
- ♦ Explore the role of the action protocol in cases of school bullying
- ♦ Describe the role of parents in school bullying
- ♦ Develop the role of the school in school bullying

Module 5. The Teacher, the School, and the Counseling Service

- ♦ Delve into the teacher's role in prevention and intervention
- ♦ Describe the functions of the school in terms of prevention and intervention
- ♦ Point out the role of the guidance counselor in terms of prevention and intervention
- ♦ Explain different intervention programs that have been successfully implemented
- ♦ Discuss the efficacy of emotional education
- ♦ Describe different tools for school bullying detection

Module 6. Communicative Styles in the Resolution of School Bullying

- ♦ Describe existing communicative styles
- ♦ Get to know the relationship between educational styles and communicative styles
- ♦ Learn to communicate assertively
- ♦ Understand the importance of affectivity
- ♦ Learn how to claim rights through assertive communication
- ♦ Delve into the use of assertive communication as a conflict resolution strategy

Module 7. The Group, Roles, and the Resolution of School Conflicts

- ♦ Delve into the process of group development
- ♦ Learn what group identity is
- ♦ Identify how group identity influences the individual, and vice versa
- ♦ Delve into the roles of authority in the group
- ♦ Knowing how personalities develop in the group
- ♦ Learn how to identify group roles effectively

Module 8. Law Applied to School Bullying

- ♦ Examine the existing laws on the protection of minors
- ♦ Explore preventive and punitive legal measures
- ♦ Understand responses to school bullying from civil law at the international level
- ♦ Explain responses to school bullying from criminal law at the international level
- ♦ Describe the legal responsibility of minors
- ♦ Identify the legal responsibility of parents

Module 9. Childhood and Adolescent Psychopathology

- ♦ Understand the main pathological domains of childhood and adolescence
- ♦ Learn to recognize and differentiate the various pathological domains related to the child and adolescent stage
- ♦ Understand the diagnostic criteria of pathological domains according to the DSM-5
- ♦ Learn the characteristics of childhood and adolescence within each pathological domain
- ♦ Study the differential characteristics of each pathological domain based on DSM-5 information
- ♦ Study the existing comorbidities in each pathological domain mentioned





Module 10. Personality Disorders

- ♦ Understand and differentiate the personality disorders within the pathological domain of childhood and adolescence
- ♦ Study the differences in personality disorders during childhood
- ♦ Understand the prevalence of the different personality disorders in childhood and adolescence
- ♦ Study the personality domain in the child and adolescent stage

“

You will be able to identify early signs of school bullying by applying innovative strategies for prevention and intervention, fostering safe and violence-free environments”

05

Career Opportunities

This program in school bullying enables professionals to specialize in the prevention, detection, and intervention of bullying across diverse educational settings. Upon completion of this academic experience, graduates will be able to work in schools as counselors, mediators, or coexistence coordinators. They will also be prepared to join multidisciplinary teams in psychopedagogical support services, school violence prevention associations, and community intervention programs. In addition, they may collaborate with public and private institutions in the development of strategies to eradicate bullying and cyberbullying, becoming key actors in the creation of safe and healthy environments for children and adolescents.



“

Transform school communities into safe spaces, promoting healthy and respectful relationships with one of the most comprehensive postgraduate programs in the academic landscape”

Graduate Profile

This postgraduate degree will train highly skilled professionals capable of addressing school bullying from a comprehensive perspective, applying evidence-based strategies for prevention and intervention. Graduates will also acquire advanced skills in evaluating group dynamics, mediating conflicts, and applying action protocols in educational settings. Moreover, they will be equipped to design and implement school coexistence programs that foster a safe, violence-free environment. Their specialization will allow them to collaborate with teachers, families, and psychopedagogical teams to protect students' emotional well-being, actively contributing to the eradication of bullying and cyberbullying.

You will develop a unique professional profile that contributes to building learning environments free of violence"

- ♦ **Early Detection of School Bullying:** Ability to identify signs of bullying and cyberbullying, assessing their impact on students' emotional and academic development
- ♦ **Intervention in School Conflicts:** Skill to mediate and manage classroom conflicts, promoting effective solutions that guarantee peaceful coexistence
- ♦ **Conflict Resolution through Assertive Communication:** Development of dialogue and negotiation strategies to transform school environments into safe spaces
- ♦ **Use of Technology in the Prevention of Cyberbullying:** Competence in digital tools to detect, prevent, and address bullying in virtual environments



After completing the Professional Master's Degree, you will be able to use your knowledge and skills in the following positions:

1. **School Coexistence Coordinator:** Responsible for designing and implementing programs to prevent and address bullying in educational settings, promoting a safe environment
2. **Specialist in School Bullying Intervention:** Professional in charge of evaluating and managing cases of bullying and cyberbullying, applying mediation strategies and psychological support
3. **Advisor on School Coexistence and Well-Being Policies:** Consultant in the development and implementation of regulations and prevention programs in educational institutions
4. **School Counselor in Violence Prevention:** Responsible for guiding students, families, and teachers in identifying and addressing school bullying and its effects
5. **Mediator in School Conflict Resolution:** Facilitator of dialogue and negotiation processes in educational contexts for the peaceful management of disputes
6. **Trainer in School Bullying Awareness:** Specialist in training teachers and families on the identification, prevention, and intervention of bullying
7. **Manager of Inclusion and Diversity Programs:** Leader in promoting inclusive educational environments that prevent discrimination and bullying among students
8. **Consultant in Cybersecurity and Cyberbullying Prevention:** Professional advisor in the safe use of technology, designing strategies for digital protection
9. **Psychoeducator in Supporting Victims of School Bullying:** Specialist in the emotional and educational support of students affected by situations of school violence

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

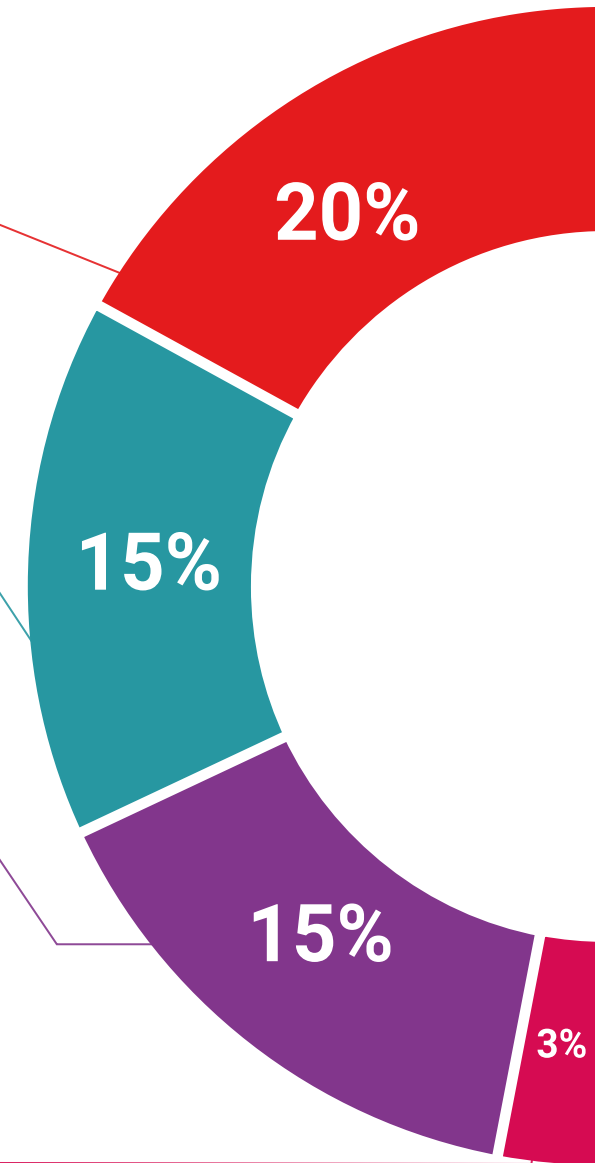
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

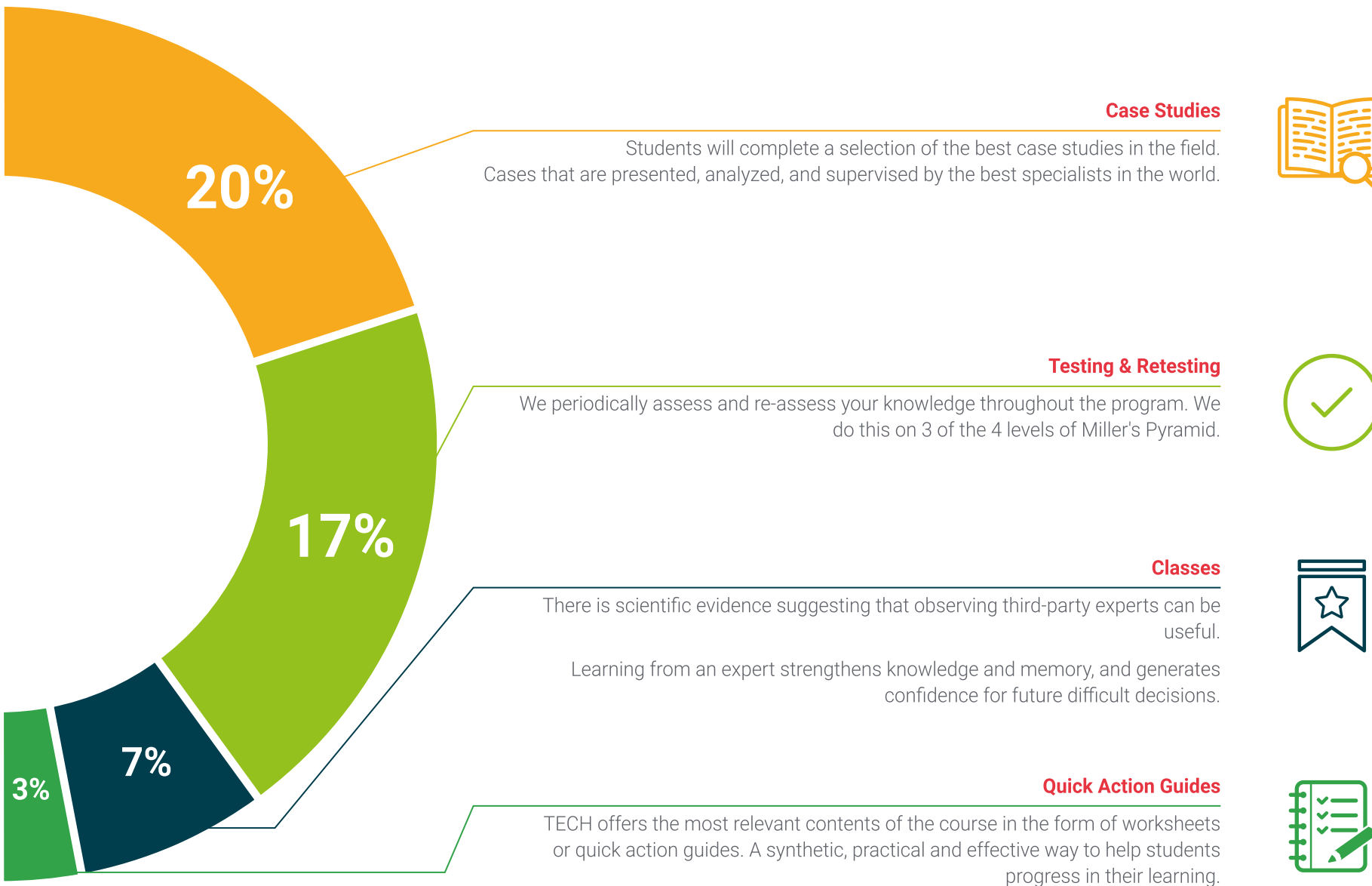
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





07

Teaching Staff

The teaching staff is composed of experts in psychology, pedagogy, and education with extensive experience in the prevention and intervention of school bullying. Professionals with backgrounds in educational counseling, conflict mediation, and cybersecurity will contribute a comprehensive and up-to-date perspective. Through a dynamic teaching model, they will share evidence-based strategies to address school bullying in its various forms. In addition, their expertise in regulations and school coexistence programs will enable graduates to apply effective measures in any educational context, strengthening their ability to act in situations of violence and exclusion.



“

Specialize in the prevention and intervention of school bullying with access to updated knowledge in conflict mediation, cybersecurity, and educational counseling”

Management



Dr. González Rivas, Maria José

- ♦ Specialist in Early Childhood Education, Policy, and Educational Psychology
- ♦ PhD in Education, University of Salamanca
- ♦ Master's Degree in Coaching and Emotional Intelligence, certified by Bureau Veritas and AICM
- ♦ Master's Degree in University Teaching, CEU Cardenal Herrera University
- ♦ Bachelor's Degree in Philosophy, Educational Sciences, and Pedagogy, University of Salamanca
- ♦ Diploma in Early Childhood Education, University of Santiago de Compostela

Teachers

Ms. Martínez Zarza, Ana María

- ♦ Director of the Center for Personal Growth, Ana Zarza.
- ♦ Director of workshops for parents on Emotional Intelligence and Coaching.
- ♦ Degree in Psychopedagogy from UNED
- ♦ Postgraduate Diploma in Emotional Intelligence at the UNIR
- ♦ Specialist in Transpersonal Therapy by the European University Miguel de Cervantes.
- ♦ Advanced Course in Coaching by the University Rey Juan Carlos

Dr. Rovelto Escoto, Nubia Carolina

- ♦ Psychologist specializing in the Gender Unit
- ♦ PhD in Clinical and Health Psychology from the University of Salamanca
- ♦ Coordinator of the Center for Interdisciplinary Studies and Gender Research
- ♦ Specialist in Research Ethics, Faculty of Philosophy, Autonomous University of Querétaro
- ♦ Bachelor's Degree in Clinical Psychology from the Autonomous University of Querétaro

Ms. Rodríguez Ruiz, Celia

- ♦ Clinical Psychologist at EVEL Center
- ♦ Psychopedagogical Area Manager at Atenea Study Center.
- ♦ Pedagogical Advisor at Cuadernos Rubio
- ♦ Editor of Hacer Familia Magazine
- ♦ Editor of Webconsultas Healthcare Medical Team
- ♦ Collaborator at the Eduardo Punset Foundation
- ♦ Bachelor's Degree in Psychology from the UNED
- ♦ Bachelor's Degree in Pedagogies from the Complutense University Madrid
- ♦ University Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence by the UNED
- ♦ Specialist in Clinical Psychology and Child Psychotherapy by INUPSI
- ♦ Trained in Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions and Communication

Mr. Núñez Mejías, José María

- ♦ Lawyer and Editor of legal articles in Virtual Law
- ♦ Editor-in-Chief and Scriptwriter of articles in Virtual Law
- ♦ Master's Degree in Law from University of Cáceres
- ♦ Law Degree from the University of Cáceres

Ms. Olivares Santamaría, Sara

- ♦ Therapeutic Staff at Colegio Puertoblanco
- ♦ Training in the Teaching of Biology and Applied Anatomy, Pontifical University of Salamanca
- ♦ Master's Degree in General Health Psychology from the University of Valencia
- ♦ Master's Degree in Teacher Training, International University of Valencia
- ♦ Bachelor's Degree in Psychology, Loyola University
- ♦ University Expert in the Development of Social Skills and Competencies in Education, Nebrija University
- ♦ Expert in Coeducation in the Classroom: Strategies for the Development of Equality in Education, Nebrija University



A unique, essential, and decisive educational experience to boost your professional development"

08

Certificate

The Professional Master's Degree in School Bullying guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



“

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

This private qualification will allow you to obtain a **Professional Master's Degree in School Bullying** 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.

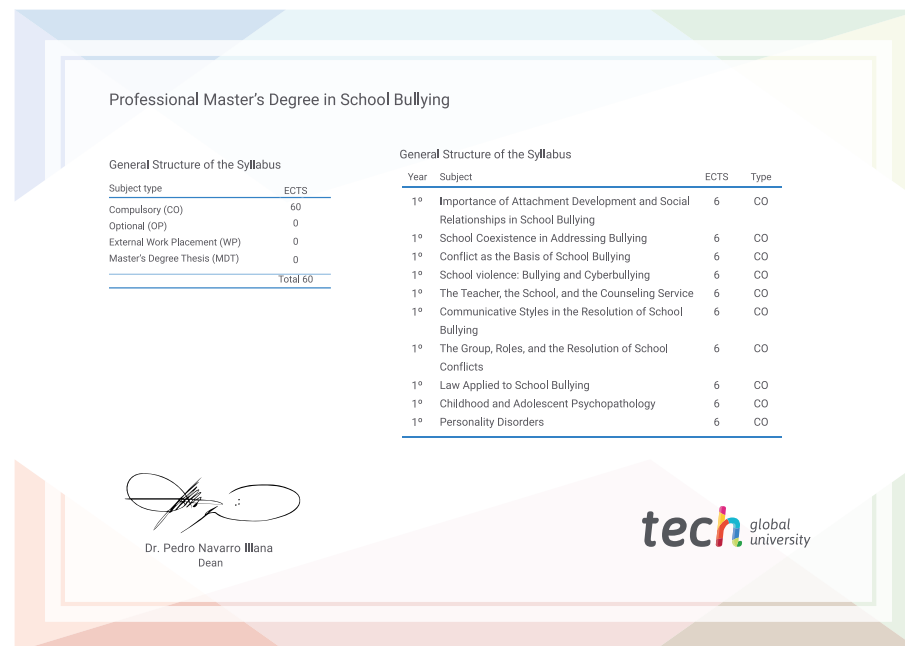
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in School Bullying**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Professional Master's Degree School Bullying

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

School Bullying