Hybrid Master's Degree
Social and Occupational Psychopedagogy

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Hybrid Master's Degree

Social and Occupational Psychopedagogy

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Global University**
Credits: **60 + 4 ECTS**
Website: **www.techtitute.com/us/psychology/hybrid-master-degree/hybrid-master-degree-social-occupational-psychopedagogy**

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01

Introduction to the Program

Economic progress has generated new demands in the workplace, allowing Social and Labor Psychopedagogy to emerge as a valuable tool for optimizing the overall well-being of vulnerable groups. This discipline combines psychopedagogical principles with a social approach to facilitate learning processes and personal development in community settings. Its goal is to promote inclusion and equity through interventions that enhance socio-emotional competencies and skills. In this context, experts need to master the most innovative psychopedagogical strategies and adapt them effectively to real-life scenarios. To assist with this, TECH presents a groundbreaking online university program focused on psychopedagogical support applied to the Social and Labor sphere.

With this Hybrid Master's Degree, you will master the most cutting-edge strategies in Social and Occupational Psychopedagogy to enhance the comprehensive development of individuals"

A new study published by the International Labour Organization reveals that approximately 220 million people worldwide suffer from unemployment, which directly impacts their psychosocial development. In light of this reality, Social and Occupational Psychopedagogy is crucial to address both educational and labor-related challenges in a global context. This field offers experts a variety of techniques to improve inclusion and adaptation in the workplace, especially for vulnerable groups. For this reason, psychology professionals must frequently update their knowledge to contribute to the design of initiatives that reduce inequalities and promote more equitable environments.

With this premise in mind, TECH Global University launches a cutting-edge Hybrid Master's Degree in Social and Occupational Psychopedagogy. Designed by true leaders in this field, the academic itinerary will delve into topics ranging from the fundamentals of developmental stages or state-of-the-art diagnostic methods to the design of socio-labor projects. At the same time, the syllabus will offer a variety of strategies for early intervention in complex situations such as abuse, socio-affective development issues, and even warning signs in language development.

In line with this, the teaching materials will explore individualized psychopedagogical counseling for at-risk families to promote protective and healthy environments. As a result, graduates will develop advanced competencies to intervene effectively in diverse social and labor contexts, significantly improving people's quality of life.

Regarding methodology, the first phase of this university qualification is delivered through a flexible online modality based on personalized schedules and study pace. Moreover, the disruptive Relearning system will ensure a natural and progressive knowledge updating process. The second phase consists of a 3-week practical internship at a leading institution in Social and Occupational Psychopedagogy.

This **Hybrid Master's Degree in Social and Occupational Psychopedagogy** contains the most complete and up-to-date program on the market. The most important features include:

- Development of more than 100 practical cases presented by professionals in Social and Occupational Psychopedagogy
- Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- All of this will be complemented by 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
- Furthermore, you will be able to carry out an internship in one of the best companies

You will manage mediation processes in vulnerable contexts in various settings, such as penitentiaries or victims of abuse"

You will accurately identify the characteristics of motor, cognitive, and language development during adolescence"

You will provide support and guidance to individuals in vulnerable social or labor situations, including people with disabilities.

You will use sophisticated research methods to measure the results of psychopedagogical interventions and make adjustments if necessary.

In this professional-oriented Hybrid Master's Degree, the program is designed to update professionals in Social and Occupational Psychopedagogy. The content is based on the latest scientific evidence and is presented in a didactic way to integrate theoretical knowledge into daily clinical practice. The theoretical-practical elements will facilitate the updating of knowledge and enable decision-making in managing users.

Thanks to its multimedia content, created with the latest educational technology, the Social and Occupational Psychopedagogy professional will experience situated and contextualized learning—i.e., a simulated environment that will provide immersive training to prepare for real-life situations. The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise during the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

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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.

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.

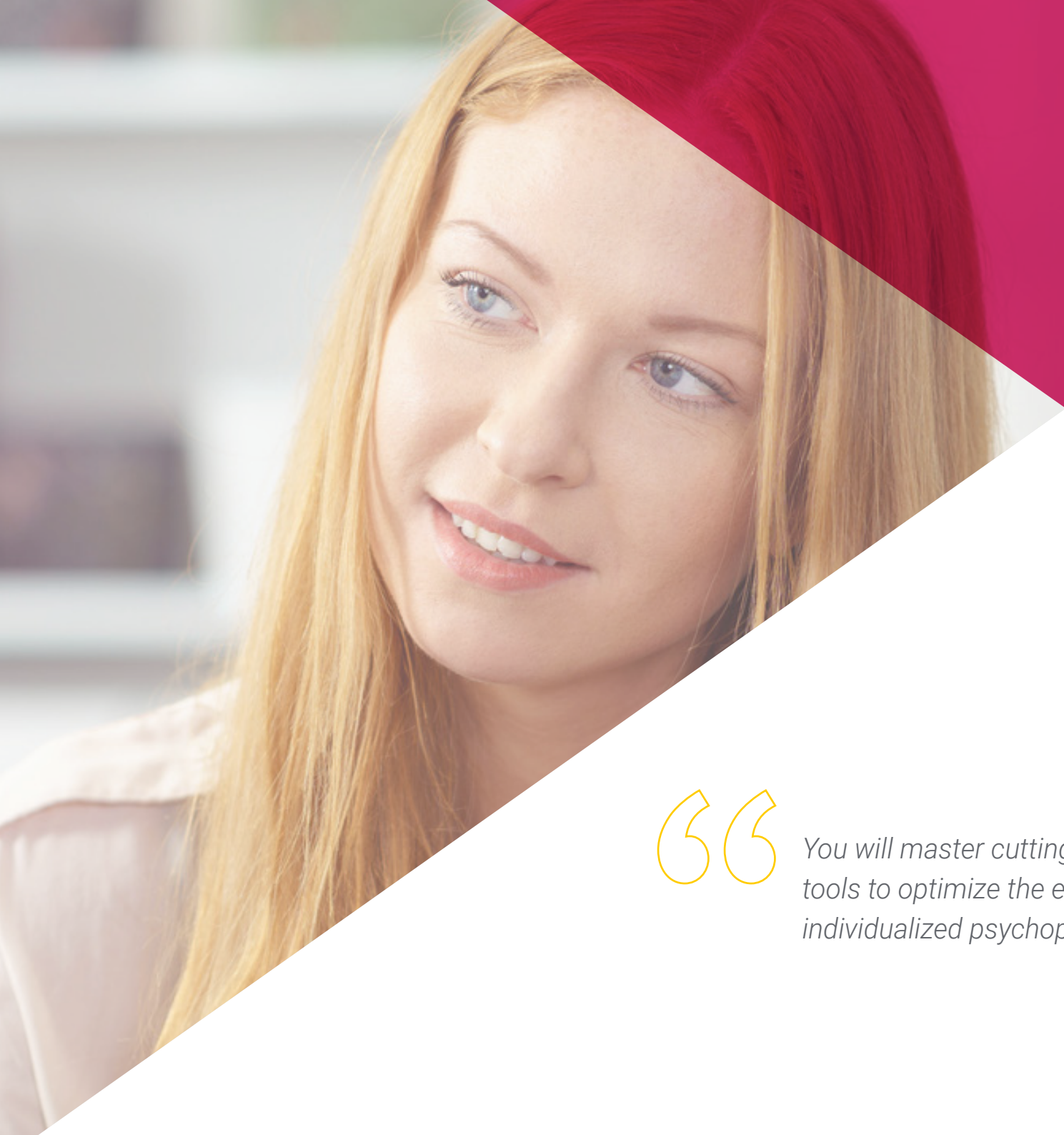
The top-rated university by its students

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 teaching materials that make up this program have been designed by a team of experts in Psychopedagogy and Social Intervention. Thanks to this, the syllabus will delve into the main issues affecting learning and integration. At the same time, the syllabus will provide the most modern tools to identify the specific needs of users. In this same vein, the teaching content will offer key strategies for applying innovative techniques to promote the personal and professional development of users. Additionally, the itinerary will foster strategies that encourage inclusion and active participation in various social and labor contexts.



You will master cutting-edge technological tools to optimize the evaluation and design of individualized psychopedagogical programs"

Module 1. Main Psychological Theories and Stages of Development

1.1. Main Authors and Psychological Theories of Childhood Development
- 1.1.1. Psychoanalytic Theory of Child Development by S. Freud
- 1.1.2. E. Erikson's Theory of Psychosocial Development
- 1.1.3. Jean Piaget's Theory of Cognitive Development
  - 1.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
  - 1.1.3.2. Stages of Cognitive Development
  - 1.1.3.3. Sensorimotor Stage (0-2 Years)
  - 1.1.3.4. Preoperational Stage: Preoperational Substage (2-7 Years)
  - 1.1.3.5. Stage of Concrete Operations (7-11 Years)
  - 1.1.3.6. Formal Operational Stage (11-12 Years and Older)
- 1.1.4. Sociocultural Theory of Lev Vigotsky
  - 1.1.4.1. How to learn?
  - 1.1.4.2. Higher Psychological Functions
  - 1.1.4.3. Language, A Mediating Tool
  - 1.1.4.4. Zone of Proximal Development
  - 1.1.4.5. Development and Social Context

1.2. Introduction to Early Intervention
- 1.2.1. History of Early Intervention
- 1.2.2. Definition of Early Care
  - 1.2.2.1. Levels of Intervention in Early Intervention
  - 1.2.2.2. Main Fields of Action
- 1.2.3. What is an Early Childhood Development and Early Intervention Center (ECDIC)?
  - 1.2.3.1. Concept of ECDIC
  - 1.2.3.2. Functioning of a ECDIC
  - 1.2.3.3. Professionals and Areas of Intervention

1.3. Developmental Aspects
- 1.3.1. Developmental Aspects of Development 0-3 Years
  - 1.3.1.1. Introduction
  - 1.3.1.2. Motor Development
  - 1.3.1.3. Cognitive Development
  - 1.3.1.4. Language Development
  - 1.3.1.5. Social Development
- 1.3.2. Developmental Aspects of Development 3-6 Years
  - 1.3.2.1. Introduction
  - 1.3.2.2. Motor Development
  - 1.3.2.3. Cognitive Development
  - 1.3.2.4. Language Development
  - 1.3.2.5. Social Development

1.4. Warning Signs in Child Development

1.5. Cognitive and Socio-affective Development from 7 to 11 Years

1.6. Cognitive Development during Adolescence and Early Youth

Module 2. Psychopedagogical Assessment, Diagnosis, and Counseling

2.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
- 2.1.1. Concept and Functions of Educational Diagnosis. Qualities of the Diagnostician
  - 2.1.1.1. Concept of Educational Diagnosis
  - 2.1.1.2. Functions of Educational Diagnosis
  - 2.1.1.3. Qualities of the Diagnostician
- 2.1.2. Dimensions, Scopes, and Areas of Action
  - 2.1.2.1. Dimensions in Psychopedagogical Intervention
  - 2.1.2.2. Spheres and Areas of Intervention

2.2. Psychopedagogical Assessment: Function and Nature
- 2.2.1. Concept, Purpose, and Context
  - 2.2.1.1. Concept of Psychopedagogical Assessment
  - 2.2.1.2. Purpose of the Psychopedagogical Assessment
  - 2.2.1.3. Context of the Assessment
- 2.2.2. Psychopedagogical Assessment Procedure. Assessment in the School and Family Context
  - 2.2.2.1. Psychopedagogical Assessment Procedure
  - 2.2.2.2. Assessment in the School Context
  - 2.2.2.3. Assessment in the Family Context

2.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
- 2.3.1. The Diagnostic Process and Stages
  - 2.3.1.1. Diagnostic Process
  - 2.3.1.2. Stages of Diagnosis

2.4. Psychopedagogical Assessment Process according to Different Spheres of Action
- 2.4.1. Assessment as a Process
- 2.4.2. Spheres of Action and Areas of Intervention and Assessment in the School and Family Context
  - 2.4.2.1. Scope and Domains of Action
  - 2.4.2.2. Assessment Process at School
  - 2.4.2.3. Assessment Process in Family Settings

2.5. Design and Phases in the Psychopedagogical Assessment
- 2.5.1. Psychopedagogical Assessment Procedure and Phases
  - 2.5.1.1. Psychopedagogical Assessment Procedure
  - 2.5.1.2. Psychopedagogical Assessment Phases

2.6. Psychopedagogical Assessment Techniques and Tools
- 2.6.1. Techniques and Instruments of Qualitative and Quantitative Assessment
  - 2.6.1.1. Qualitative Assessment Techniques and Instruments
  - 2.6.1.2. Quantitative Assessment Techniques and Instruments

2.7. Psychopedagogical Assessment at School
- 2.7.1. Assessment in Classroom, School and Family Settings
  - 2.7.1.1. Assessment in the Classroom Context
  - 2.7.1.2. Assessment in the Center Context
  - 2.7.1.3. Assessment in the Family Context

2.8. Returning Information and Follow-up
- 2.8.1. Return of Information and Follow-up
  - 2.8.1.1. Return
  - 2.8.1.2. Follow-up

2.9. Psychopedagogical Guidance Models
- 2.9.1. Clinical Model, Consultation Model, and Program Model
  - 2.9.1.1. Clinical Model
  - 2.9.1.2. Consultation Model
  - 2.9.1.3. Program Model

2.10. School Guidance: Tutorial and Family Guidance
- 2.10.1. School Guidance and the Tutoring Function. Tutorial Action Plan
  - 2.10.1.1. School Guidance
  - 2.10.1.2. Tutorial Role
  - 2.10.1.3. Tutorial Action Plan

2.11. Vocational, Professional and Career Guidance
- 2.11.1. Guidance and Vocational/Professional/Career Maturity. Approaches and Interests
  - 2.11.1.1. Vocational Orientation and Maturity
  - 2.11.1.2. Professional Guidance and Maturity
  - 2.11.1.3. Career Guidance and Maturity
  - 2.11.1.4. Approaches and Interests

2.12. Guidance in Health-Social Contexts and Situations of Vulnerability or Social Exclusion
- 2.12.1. Definition, Purpose, and Health-Social Contexts and Situations of Vulnerability or Social Exclusion. Counseling Guidelines
  - 2.12.1.1. Concept and Guidance Contexts in Social and Health Care and Social Vulnerability or Exclusion
  - 2.12.1.2. Purpose of Guidance in Social and Health Care and Social Vulnerability or Exclusion

Module 3. Educational Measurement, Research and Innovation

3.1. Introduction to Educational Research and Innovation
- 3.1.1. Relationship between Innovation and Research. The Need for Research and Innovation in Education
  - 3.1.1.1. Innovation Concept
  - 3.1.1.2. Research Concept
  - 3.1.1.3. Relationship between Innovation and Research
  - 3.1.1.4. The Need for Research and Innovation in Education

3.2. Research Planning I
- 3.2.1. Modalities of Educational Research and Innovation
  - 3.2.1.1. Quantitative Approach
  - 3.2.1.2. Qualitative Approach
- 3.2.2. Stages of the Research and Innovation Process

3.3. Research Planning II
- 3.3.1. Planning and Development of the Research or Field Work Dissemination of Results
  - 3.3.1.1. Planning of the Research or Field Work
  - 3.3.1.2. Development of the Research or Field Work
  - 3.3.1.3. Dissemination of Results

3.4. Selecting a Topic and Drafting a Paper
- 3.4.1. Selection of the Topic of Study and Elaboration of the Theoretical Framework. Project and Final Report
  - 3.4.1.1. Selection of the Topic of Study
  - 3.4.1.2. Elaboration of the Theoretical Framework
  - 3.4.1.3. Project and Final Report

3.5. Quantitative Designs I
- 3.5.1. Experimental Designs, Intergroup Designs, and Intragroup Designs
  - 3.5.1.1. Experimental Designs
  - 3.5.1.2. Intergroup Designs
  - 3.5.1.3. Intragroup Designs

3.6. Quantitative Designs II
- 3.6.1. Quasi-Experimental, Descriptive, and Correlational Designs
  - 3.6.1.1. Quasi-Experimental Designs
  - 3.6.1.2. Descriptive Designs
  - 3.6.1.3. Correlational Designs

3.7. Qualitative Designs
- 3.7.1. Conceptualization and Modalities of Qualitative Research
  - 3.7.1.1. Conceptualization of Qualitative Research
  - 3.7.1.2. Ethnographic Research
  - 3.7.1.3. The Case Study
  - 3.7.1.4. Biographical-Narrative Research
  - 3.7.1.5. Grounded Theory
  - 3.7.1.6. Action Research

3.8. Innovative Methodologies
- 3.8.1. Educational Innovation for School Improvement. Innovation and ICT
  - 3.8.1.1. Educational Innovation for School Improvement
  - 3.8.1.2. Innovation and ICT

3.9. Measurement and Assessment: Techniques, Tools and Information Gathering I
- 3.9.1. The Collection of Information: Measurement and Assessment. Data Collection Techniques and Instruments
  - 3.9.1.1. Data Collection: Measurement and Assessment
  - 3.9.1.2. Data Collection Techniques and Instruments

3.10. Measurement and Evaluation: Techniques, Tools and Information Gathering II
- 3.10.1. Research Instruments: Tests
- 3.10.2. Reliability and Validity: Technical Requirements of Assessment Instruments in Education
  - 3.10.2.1. Reliability
  - 3.10.2.2. Validity

3.11. Quantitative Information Analysis
- 3.11.1. Statistical Analysis. Research Variables and Hypotheses
  - 3.11.1.1. Statistical Analysis
  - 3.11.1.2. Variables
  - 3.11.1.3. Hypotheses
  - 3.11.1.4. Descriptive Statistics
  - 3.11.1.5. Inferential Statistics

3.12. Qualitative Information Analysis
- 3.12.1. Qualitative Data Analysis. Criteria of Scientific Rigor
  - 3.12.1.1. General Process of Qualitative Analysis
  - 3.12.1.2. Criteria of Scientific Rigor
- 3.12.2. Categorization and Coding of Data
  - 3.12.2.1. Data Categorization
  - 3.12.2.2. Data Coding

Module 4. Psychopedagogical Assessment in Social and Community Contexts

4.1. Concept and Purpose of Social and Community Intervention
- 4.1.1. Concept, Principles and Purpose of Social and Community Intervention. Areas and Scope
  - 4.1.1.1. Concept and Principles of Social and Community Intervention
  - 4.1.1.2. Purpose
  - 4.1.1.3. Areas and Scope

4.2. Agents and Recipients of Social and Community Intervention
- 4.2.1. Social and Community Mediation: Social Agents and Recipients
  - 4.2.1.1. Social Agents
  - 4.2.1.2. Recipients

4.3. The Twofold Framework for Action: Non-Formal Education and Informal Education
- 4.3.1. Conceptualization of Non-Formal and Informal Education and Areas of Intervention
  - 4.3.1.1. Non-Formal Education
  - 4.3.1.2. Areas of Intervention in Non-Formal Education
  - 4.3.1.3. Informal Education
  - 4.3.1.4. Areas of Intervention in Informal Education

4.4. Non-Formal Education Programs: Childhood
- 4.4.1. Non-Formal Child Care Programs
  - 4.4.1.1. Non-Formal Child Care Programs

4.5. Non-Formal Education Programs: Adolescence and Youth
- 4.5.1. Job Training, Social Component, NGOs: Adolescent and Public Entity Adolescent Programs
  - 4.5.1.1. Workforce Training Programs
  - 4.5.1.2. Social Programs
  - 4.5.1.3. NGO Programs for Adolescents
  - 4.5.1.4. Public Programs for Adolescents

4.6. Non-Formal Education Programs: Seniors
- 4.6.1. NGO Middle-Age Programs, Public Entity Middle-Age Programs, Job Training Programs
  - 4.6.1.1. NGO Programs for the Middle Aged
  - 4.6.1.2. Public Programs for Middle Aged
  - 4.6.1.3. Workforce Training Programs

4.7. Non-Formal Education Programs: Elderly
- 4.7.1. Active Aging. Programs for the Elderly
  - 4.7.1.1. Active Aging
  - 4.7.1.2. Promoting Active Aging: Programs

4.8. Mediation in Special Vulnerability Groups: People in Prisons
- 4.8.1. Health Mediation, Mediation Project Design and Selection and Recruitment of Health Care Workers
  - 4.8.1.1. Health Mediation and Mediation Project Design
  - 4.8.1.2. Selection and Recruitment of Health Care Workers

4.9. Mediation in Special Vulnerability Groups: Institutionalized Minors
- 4.9.1. Family Conflict. Residential Foster Care and Conflict Resolution Programs
  - 4.9.1.1. Family Conflict
  - 4.9.1.2. Residential Foster Care
  - 4.9.1.3. Conflict Resolution Programs

4.10. Mediation in Special Vulnerability Groups: People in Situations of Marginalization and Extreme Poverty
- 4.10.1. Extreme Poverty and Human Rights. Measurement and Mediation
  - 4.10.1.1. Extreme Poverty
  - 4.10.1.2. Human rights
  - 4.10.1.3. Measurement
  - 4.10.1.4. Mediation

4.11. Mediation in Special Vulnerability Groups: Persons in a Migratory or Refugee Situation
- 4.11.1. Projects based on Refugee Status, Intercultural Mediators and Geographical Scope
  - 4.11.1.1. Projects based on Refugee Status
  - 4.11.1.2. Intercultural Mediators
  - 4.11.1.3. Geographical Scope

4.12. Mediation in Special Vulnerability Groups: People Who Have Suffered Abuse or Mistreatment
- 4.12.1. Types of Maltreatment. Mediators and Social Mediation in Families
  - 4.12.1.1. Concept of Maltreatment
  - 4.12.1.2. Types of Maltreatment
  - 4.12.1.3. Mediators and Social Mediation in Families

Module 5. Career Entry, Lifelong Learning, and Professional Development

5.1. Employment: Necessity or Difficult Reality
- 5.1.1. Employment in the Economic Crisis Context
  - 5.1.1.1. Employment and Economic Crisis
- 5.1.2. Effects of Unemployment on Health. Resilience Facing Unemployment
  - 5.1.2.1. Unemployment and Health
  - 5.1.2.2. Resilience Facing Unemployment

5.2. Professional Projects
- 5.2.1. Professional Project Concept and Characteristics. Professional Project Creation
  - 5.2.1.1. Professional Project Concept
  - 5.2.1.2. Professional Project Characteristics
  - 5.2.1.3. Professional Project Creation
- 5.2.2. Job Maps and Portfolios
  - 5.2.2.1. Job Maps
  - 5.2.2.2. Professional Project Portfolios

5.3. Skills: Personal Characteristics for Employment
- 5.3.1. Personal Skills and Their Assessment
  - 5.3.1.1. Achievement Skills
  - 5.3.1.2. Equipment and Personnel Management Skills
  - 5.3.1.3. Cognitive Skills
  - 5.3.1.4. Influence Skills
- 5.3.2. Skill Assessment
  - 5.3.2.1. Tools and Techniques

5.4. Employability
- 5.4.1. Concept of Employability and its Practical Utility. Relationship Between Employability and Self-Efficacy
  - 5.4.1.1. Employability Concept
  - 5.4.1.2. Employability Practicality
  - 5.4.1.3. Employability and Self-Efficacy

5.5. Job Placement: Employment Reality
- 5.5.1. Context of Job Placement. Intervention Guidelines to Improve the Quality of Training and Social and Job Placement
  - 5.5.1.1. The Context of Labor Market Integration. What Is Labor Market Integration?
- 5.1.2. Intervention Guidelines to Improve the Quality of Training and Social and Job Placement

5.6. Guidance to Improve Employment
- 5.6.1. Employment Orientation: Résumé Innovation, Job Search Plan, Recruitment Processes
  - 5.6.1.1. Career Guidance
  - 5.6.1.2. Résumé Innovation
  - 5.6.1.3. Job Search Plan
  - 5.6.1.4. Recruitment Process

5.7. Guidance Programs Focused on Career Path Construction
- 5.7.1. Insertion Pathway Characteristics and Elaboration Elements Programs
  - 5.7.1.1. What is a Career Integration Plan?
  - 5.7.1.2. What Elements Are Essential for the Development of the Itinerary?
  - 5.7.1.3. Programs

5.8. Entrepreneurship Initiatives
- 5.8.1. Entrepreneurship Introduction and Pedagogy
  - 5.8.1.1. Entrepreneurship Concept
  - 5.8.1.2. Entrepreneurship Pedagogy

5.9. Concept of Continuing Education
- 5.9.1. History, Strategic Plans and Promotion
  - 5.9.1.1. Concept of Continuing Education
  - 5.9.1.2. Background of Continuing Education
  - 5.9.1.3. Strategic Plan
  - 5.9.1.4. Promotion and Education in Lifelong Learning

5.10. Models of Continuing Education
- 5.10.1. Models in Continuing Education. Change as Lifelong Learning
  - 5.10.1.1. Individually Oriented Training Model
  - 5.10.1.2. Development and Improvement Model
  - 5.10.1.3. Training or Institutional Model
  - 5.10.1.4. Observation-Evaluation Model
  - 5.10.1.5. Research or Inquiry Model

5.11. European Qualifications Framework
- 5.11.1. Professional Qualifications. Social and Educational Accreditation System Functions
  - 5.11.1.1. Professional Qualifications. Its Origins
  - 5.11.1.2. Social and Educational Accreditation System Functions

Module 6. Design, Management, and Evaluation of Social and Occupational Projects

6.1. Society, Socialization and Social and Educational Interaction
- 6.1.1. Globalization and the Information and Knowledge Society. Inequality and Education
  - 6.1.1.1. Globalization
  - 6.1.1.2. The Information and Knowledge Society
  - 6.1.1.3. Inequality and Education

6.2. Quality in Social and Occupational Projects
- 6.2.1. Concept of Quality. Quality Service
  - 6.2.1.1. Concept of Quality
  - 6.2.1.2. Quality of Social and Occupational Services

6.3. Social Responsibility and Strategic Planning
- 6.3.1. Strategic and User-Oriented Organizational Models
  - 6.3.1.1. Strategic and User-Oriented Organizational Models
  - 6.3.1.2. Social Responsibility
- 6.3.2. Strategic Planning and Basic Principles in Social and Occupational Projects
  - 6.3.2.1. Strategic Planning
  - 6.3.2.2. Basic Principles in Occupational Projects

6.4. Reality Analysis and Problem Identification
- 6.4.1. Reality Analysis and Problem Identification. Functions and Areas
  - 6.4.1.1. Reality Analysis and Problem Identification
  - 6.4.1.2. Functions
  - 6.4.1.3. Scope

6.5. Participatory Socio-Educational Diagnosis in Problem Identification
- 6.5.1. Diagnostic Phases
- 6.5.2. Object of Study, Area of Influence and Team Building
  - 6.5.2.1. Object of Study
  - 6.5.2.2. Area of Influence
  - 6.5.2.3. Team Building

6.6. Planning Social and Occupational Interventions
- 6.6.1. Justification, Problem Formulation and Objectives
  - 6.6.1.1. Justification
  - 6.6.1.2. Problem Formulation
  - 6.6.1.3. General and Specific Objectives
- 6.6.2. Internal Planning and Management Models
  - 6.6.2.1. Planning Models
  - 6.6.2.2. Internal Management

6.7. Guidelines for Project Development
- 6.7.1. Work Plan, Organizational Elements and Resources
  - 6.7.1.1. Work Plan
  - 6.7.1.2. Organizational Elements and Methodology
  - 6.7.1.3. Resources

6.8. Infrastructure and Human Resources (HR)
- 6.8.1. People Management
  - 6.8.1.1. People Management
- 6.8.2. Assessing Individuals

6.9. Financial Management: Budgeting, Execution and Auditing
- 6.9.1. Budget Preparation and Execution. Audits
  - 6.9.1.1. Budget Preparation
  - 6.9.1.2. Budget Execution
  - 6.9.1.3. Audits

6.10. Performance Assessment Models
- 6.10.1. Design of Assessment
  - 6.10.1.1. Types of Assessment Design
- 6.10.2. Phases in the Process, Types, Methodology and Assessment Tools
  - 6.10.2.1. Phases of the Process
  - 6.10.2.2. Types of Designs
  - 6.10.2.3. Methodology
  - 6.10.2.4. Assessment Tools

6.11. Data Collection, Systematization and Analysis
6.11.1. Types of Analysis, Techniques and Procedures. Access and Data Collection
6.11.1.1. Types of Data Analysis
6.11.1.2. Data Collection Techniques
6.11.1.3. Procedures for Data Analysis
6.11.1.4. Access to Data
6.11.1.5. Data Logging
6.12. Memorandums and Reports
6.12.1. Dissemination of Results, Log and Final Report
6.12.1.1. Dissemination of Results
6.12.1.2. Memory
6.12.1.3. Final Report

Module 7. Early Intervention

7.1. Educational Research and Innovation Introduction
7.1.1. Conceptualization and Historical Evolution of Early Care. Relationship between Development and Early Learning
7.1.1.1. Concept of Early Care
7.1.1.2. Historical Evolution of Early Care
7.1.1.3. Relationship between Development and Early Learning
7.2. Prevention and Main Areas in Early Care
7.2.1. Phases in the Research Process. Areas and Agents
7.2.1.1. Phases in the Research Process in Early Care
7.2.1.2. Areas of Early Intervention
7.2.1.3. Early Care Agents
7.2.2. Child Development and Early Care Centers
7.3. Neurodevelopment during the First Years of Life
7.3.1. Major Biological and Social Risk Factors. Compensation Tools
7.3.1.1. Main Biological Risk Factors
7.3.1.2. Main Social Risk Factors
7.3.1.3. Compensation Tools
7.3.2. Plasticity and Brain Function
7.3.2.1. Concept of Brain Plasticity
7.3.2.2. Brain Function
7.4. Psychoeducational Early Intervention in Social-Cognitive Development
7.4.1. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 Years
7.4.1.1. Theoretical Approaches to Cognitive Development
7.4.1.2. Cognitive Development from 0 to 6 Years
7.4.2. The Preoperational Period
7.4.2.1. Development in the Preoperational Period
7.5. Psychoeducational Early Intervention in Social-Linguistic Development
7.5.1. Early Language Development, Warning Signs, and Early Language Intervention
7.5.1.1. Early Language Development
7.5.1.2. Warning Signs during Early Language Development
7.5.1.3. Early Language Intervention
7.6. Early Psychoeducational Intervention in Social-Emotional Competence
7.6.1. Social-Emotional Development and Early Intervention in Social-Emotional Development
7.6.1.1. Social-Emotional Development
7.6.1.2. Social Contexts and Interactions in Childhood
7.6.1.3. Early Intervention in Social-Emotional Development
7.7. Early Psychoeducational Intervention in Children at Social Risk
7.7.1. Situations of Social Risk. Typology of Maltreatment during Childhood
7.7.1.1. Social Risk in Childhood
7.7.1.2. Types of Maltreatment During Childhood
7.7.2. Methodological and Adaptation Strategies in Risk Situations
7.7.2.1. Early Intervention Strategies
7.7.2.2. Adaptation and Coping Strategies in Social Risk Situations
7.8. Early Care Intervention Programs
7.8.1. Intervention Models and Program Typology in Early Intervention Evaluation
7.8.1.1. Early Intervention Models
7.8.1.2. Types of Early Care Programs
7.8.1.3. Program Assessment in Early Care

Module 8. Health Education and Hospital Psychopedagogy

8.1. Definition of Health and International Organizations
- 8.1.1. Definition of Health
- 8.1.2. International Organizations

8.2. Constructivism and Pedagogical Model in the Health Field
- 8.2.1. Constructivism
- 8.2.2. Role of the Professional as a Mediator in Health Education
- 8.2.3. Role of the Mediator in Health Education

8.3. Multiculturalism and Interculturalism
- 8.3.1. Multiculturalism
- 8.3.2. Interculturality

8.4. Affective Intelligence and Spiritual Intelligence
- 8.4.1. Affective Intelligence
- 8.4.2. Spiritual Intelligence

8.5. Health Education, Health Promotion, and Prevention of Disease
- 8.5.1. Health Education
- 8.5.2. Health Promotion
- 8.5.3. Disease Prevention

8.6. Public Health and Lifestyles. Ecology of Human Development
- 8.6.1. Public Health and Lifestyles
- 8.6.2. Ecology of Human Development

8.7. Conceptualization and Phases of Health Education Projects
- 8.7.1. Conceptualization of Health Education Projects
- 8.7.2. Phases of Health Education Projects

8.8. Diagnosis, Planning, Implementation, and Assessment of Health Education Projects
- 8.8.1. Diagnosis
- 8.8.2. Planning
- 8.8.3. Implementation
- 8.8.4. Evaluation

8.9. Hospital Pedagogy, Hospital Classrooms, and Home Care
- 8.9.1. Hospital Pedagogy
- 8.9.2. Hospital Classrooms
- 8.9.3. Home Care

8.10. Building a Collaborative Context and Network Intervention in Psychopedagogical Work in Health Risk Situations
- 8.10.1. Building a Collaborative Context
- 8.10.2. Network Intervention

8.11. Resilience
- 8.11.1. Individual Resilience
- 8.11.2. Family Resilience
- 8.11.3. Social Resilience

Module 9. Psychopedagogical Counseling for Families at Psychosocial Risk

9.1. Construction of the Concept of Family
- 9.1.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
- 9.1.2. The Family as a Context for Human Development
- 9.1.3. Functions of the Family
- 9.1.4. Family Dynamics and Rules
- 9.1.5. Roles within the Family Context

9.2. Evolution of Family Institution
- 9.2.1. Social Changes and New Forms of Family Coexistence
- 9.2.2. The Influence of Social Changes on the Family
- 9.2.3. New Family Forms

9.3. Family Educational Styles
- 9.3.1. Democratic Style
- 9.3.2. Authoritarian Style
- 9.3.3. Negligent Style
- 9.3.4. Indulgent Style

9.3. Families at Psychosocial Risk
- 9.3.1. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
- 9.3.2. What is Psychosocial Risk?
- 9.3.3. Psychosocial Risk Assessment Criteria
- 9.3.4. Families in Psychosocial Risk Situation
- 9.3.5. Risk Factors vs. of Protection Factors
- 9.3.6. Risk Factors
- 9.3.7. Protective Factors

9.4. Processes of Orientation and Psychopedagogical Intervention
- 9.4.1. Conceptualization of Psychopedagogical Intervention and Models of Psycho-Pedagogical Intervention
- 9.4.2. Concept of Psychopedagogical Intervention in the Family Environment
- 9.4.3. Models of Psychopedagogical Intervention
- 9.4.4. Recipients, Areas, and Contexts of Psychopedagogical Intervention
- 9.4.5. Recipients of the Psychopedagogical Intervention
- 9.4.6. Areas of the Psychopedagogical Intervention
- 9.4.7. Contexts of the Psychopedagogical Intervention

9.5. Socio-Educational Intervention with Families
- 9.5.1. Concept, Foundations, and Models of Family Socioeducational Intervention
  - 9.5.1.1. Socio-Educational Intervention with Families
  - 9.5.1.2. Principles of Psychoeducational Intervention with Families
  - 9.5.1.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
  - 9.5.1.4. Models of Socio-Educational Intervention with Families

9.6. Socio-Educational Intervention with Families (II)
- 9.6.1. Family Intervention Educational Teams, Professional Skills and Tools and Techniques
  - 9.6.1.1. Educational Teams of Family Intervention
  - 9.6.1.2. Professional Skills
  - 9.6.1.3. Tools and Techniques

9.7. Intervention in Situations of Risk and Child Abuse in the Family
- 9.7.1. Conceptualization and Typology of Child Abuse
  - 9.7.1.1. The Concept of Child Abuse
  - 9.7.1.2. Types of Child Abuse
- 9.7.2. Actions Against Child Abuse
  - 9.7.2.1. Detection, Assessment, and Care
  - 9.7.2.2. Protocols

9.8. Collaborative Frameworks Between Family and School
- 9.8.1. Family and School as Collaborative Environments. Forms of Family Participation in the School
- 9.8.2. Family and School as Collaborative Environments
- 9.8.3. Forms of Family Participation in the School
- 9.8.4. Parenting School and Parental Education

9.9. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
- 9.9.1. The Family as a Context for Human Development
- 9.9.2. Functions of the Family
- 9.9.3. Family Dynamics and Rules
- 9.9.4. Roles within the Family Context

9.10. Social Changes and New Forms of Family Coexistence
- 9.10.1. The Influence of Social Changes on the Family
- 9.10.2. New Family Forms

9.11. Family Educational Styles
- 9.11.1. Democratic Style
- 9.11.2. Authoritarian Style
- 9.11.3. Negligent Style
- 9.11.4. Indulgent Style

9.12. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
- 9.12.1. What is Psychosocial Risk?
- 9.12.2. Psychosocial Risk Assessment Criteria
- 9.12.3. Families in Psychosocial Risk Situation

9.13. Risk Factors vs. of Protection Factors
- 9.13.1. Risk Factors
- 9.13.2. Protective Factors

9.14. Conceptualization of Psychoeducational Intervention and Models of Psychoeducational Intervention in the Family Environment
- 9.14.1. Concept of Psychopedagogical Intervention in the Family Environment
- 9.14.2. Models of Psychopedagogical Intervention

9.15. Recipients, Areas, and Contexts of Psychopedagogical Intervention
- 9.15.1. Recipients of the Psychopedagogical Intervention
- 9.15.2. Areas of the Psychopedagogical Intervention
- 9.15.3. Contexts of the Psychopedagogical Intervention

9.16. Concept, Foundations, and Models of Socio-educational Intervention with Families
- 9.16.1. Socio-Educational Intervention with Families
- 9.16.2. Principles of Psychoeducational Intervention with Families
- 9.16.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
- 9.16.4. Models of Socio-Educational Intervention with Families

9.17. Educational Teams of Socio-educational Intervention with Families, Professional Skills, and Instruments and Techniques
- 9.17.1. Educational Teams of Family Intervention
- 9.17.2. Professional Skills
- 9.17.3. Tools and Techniques

9.18. Conceptualization and Typology of Child Maltreatment in the Family
- 9.18.1. The Concept of Child Abuse
- 9.18.2. Types of Child Abuse

9.19. Actions in the Face of Child Maltreatment in the Family
- 9.19.1. Detection, Assessment, and Care
- 9.19.2. Protocols

9.20. Family and School as Collaborative Environments. Forms of Family Participation in the School
- 9.20.1. Family and School as Collaborative Environments
- 9.20.2. Forms of Family Participation in the School
- 9.20.3. Parenting School and Parental Education

Module 10. Adaptation to Multiple Intelligence Situations

10.1. Neuroscience
- 10.1.1. Introduction
- 10.1.2. Concept of Neuroscience
- 10.1.3. Neuromyths
  - 10.1.3.1. We Only Use 10% of the Brain
  - 10.1.3.2. Right Brain vs. Left Brain
  - 10.1.3.3. Learning Styles
  - 10.1.3.4. Male Brain vs. Female Brain
  - 10.1.3.5. Critical Learning Periods

10.2. The Brain
- 10.2.1. Brain Structures
  - 10.2.1.1. Cerebral Cortex
  - 10.2.1.2. Cerebellum
  - 10.2.1.3. Basal Ganglia
  - 10.2.1.4. Limbic System
  - 10.2.1.5. Brainstem
  - 10.2.1.6. Thalamus
  - 10.2.1.7. Spinal Cord
  - 10.2.1.8. Main Functions of the Brain
- 10.2.2. Triune Model
  - 10.2.2.1. The Reptilian Brain
  - 10.2.2.2. The Emotional Brain
  - 10.2.2.3. The Neocortex
- 10.2.3. Bilateral Model
  - 10.2.3.1. The Right Hemisphere
  - 10.2.3.2. The Left Hemisphere
  - 10.2.3.3. Functioning of the Cerebral Hemispheres
- 10.2.4. Cognitive Brain and Emotional Brain
  - 10.2.4.1. The Rational Brain
  - 10.2.4.2. The Emotional Brain
- 10.2.5. Neurons
  - 10.2.5.1. Definition
  - 10.2.5.2. Neuronal Pruning
- 10.2.6. What Are Neurotransmitters?
  - 10.2.6.1. Dopamine
  - 10.2.6.2. Serotonin
  - 10.2.6.3. Endorphin
  - 10.2.6.4. Glutamate
  - 10.2.6.5. Acetylcholine
  - 10.2.6.6. Norepinephrine

10.3. Neuroscience and Learning
- 10.3.1. What is Learning?
  - 10.3.1.1. Learning as Accumulation of Information
  - 10.3.1.2. Learning as Interpretation of Reality
  - 10.3.1.3. Learning as Action
- 10.3.2. Mirror Neurons
  - 10.3.2.1. Learning by Example
- 10.3.3. Levels of Learning
  - 10.3.3.1. Bloom's Taxonomy
  - 10.3.3.2. SOLO Taxonomy
  - 10.3.3.3. Levels of Knowledge
- 10.3.4. Learning Styles
  - 10.3.4.1. Convergent
  - 10.3.4.2. Divergent
  - 10.3.4.3. Accommodating
  - 10.3.4.4. Assimilator
- 10.3.5. Types of Learning
  - 10.3.5.1. Implicit Learning
  - 10.3.5.2. Explicit Learning
  - 10.3.5.3. Associative Learning
  - 10.3.5.4. Significant Learning
  - 10.3.5.5. Cooperative Learning
  - 10.3.5.6. Cooperative Learning
  - 10.3.5.7. Emotional Learning
  - 10.3.5.8. Rote Learning
  - 10.3.5.9. Discovery Learning
- 10.3.6. Competencies for Learning

10.4. Multiple Intelligences
- 10.4.1. Definition
  - 10.4.1.1. According to Howard Gardner
  - 10.4.1.2. According to other Authors
- 10.4.2. Classification
  - 10.4.2.1. Linguistic Intelligence
  - 10.4.2.2. Logical-Mathematical Intelligence
  - 10.4.2.3. Spatial Intelligence
  - 10.4.2.4. Musical Intelligence
  - 10.4.2.5. Bodily-Kinesthetic Intelligence
  - 10.4.2.6. Intrapersonal Intelligence
  - 10.4.2.7. Interpersonal Intelligence
  - 10.4.2.8. Naturopathic Intelligence
- 10.4.3. Multiple Intelligences and Neurodidactics
- 10.4.4. How to Work the MI in the Classroom
- 10.4.5. Advantages and Disadvantages of Applying Multiple Intelligences in Education

10.5. Neuroscience–Education
- 10.5.1. Neuroeducation
  - 10.5.1.1. Introduction
  - 10.5.1.2. What Is Neuroeducation?
- 10.5.2. Brain Plasticity
  - 10.5.2.1. Synaptic Plasticity
  - 10.5.2.2. Neurogenesis
  - 10.5.2.3. Learning, Environment and Experience
  - 10.5.2.4. The Pygmalion Effect
- 10.5.3. Memory
  - 10.5.3.1. What Is Memory?
  - 10.5.3.2. Types of Memory
  - 10.5.3.3. Levels of Processing
  - 10.5.3.4. Memory and Emotion
  - 10.5.3.5. Memory and Motivation
- 10.5.4. Emotion
  - 10.5.4.1. Binomial Emotion and Cognition
  - 10.5.4.2. Primary Emotions
  - 10.5.4.3. Secondary Emotions
  - 10.5.4.4. Functions of Emotions
  - 10.5.4.5. Emotional States and Implication in the Learning Process
- 10.5.5. Attention
  - 10.5.5.1. Attentional Networks
  - 10.5.5.2. Relationship between Attention, Memory, and Emotion
  - 10.5.5.3. Executive Attention
- 10.5.6. Motivation
  - 10.5.6.1. The 7 Stages of School Motivation
- 10.5.7. Contributions of Neuroscience to Learning
- 10.5.8. What Is Neurodidactics?
- 10.5.9. Contributions of Neurodidactics to Learning Strategies

10.6. Neuroeducation in the Classroom
- 10.6.1. The Role of the Neuroeducator
- 10.6.2. Neuroeducational and Neuropedagogical Importance
- 10.6.3. Mirror Neurons and Teacher Empathy
- 10.6.4. Empathic Attitude and Learning
- 10.6.5. Classroom Applications
- 10.6.6. Classroom Organization
- 10.6.7. Proposal for Classroom Improvement

10.7. Playing and New Technologies
- 10.7.1. Etymology of Playing
- 10.7.2. Benefits of Playing
- 10.7.3. Learning by Playing
- 10.7.4. The Neurocognitive Process
- 10.7.5. Basic Principles of Educational Games
- 10.7.6. Neuroeducation and Board Games
- 10.7.7. Educational Technology and Neuroscience
  - 10.7.7.1. Integration of Technology in the Classroom
- 10.7.8. Development of Executive Functions

10.8. Body and Brain
- 10.8.1. The Connection between Body and Brain
- 10.8.2. The Social Brain
- 10.8.3. How Do We Prepare the Brain for Learning?
- 10.8.4. Nutrition
  - 10.8.4.1. Nutritional Habits
- 10.8.5. Rest
  - 10.8.5.1. Importance of Sleep in Learning
- 10.8.6. Exercise
  - 10.8.6.1. Physical Exercise and Learning

10.9. Neuroscience and School Failure
- 10.9.1. Benefits of Neuroscience
- 10.9.2. Learning Disorders
- 10.9.3. Elements for a Success-Oriented Pedagogy
- 10.9.4. Some Suggestions for Improving the Learning Process

10.10. Reason and Emotion
- 10.10.1. The Binomial Reason and Emotion
- 10.10.2. What Are Our Emotions Good for?
- 10.10.3. Why Educate Emotions in the Classroom?
- 10.10.4. Effective Learning through Emotions

Module 11. Technological Innovation in Teaching

11.1. Advantages and Disadvantages of the Use of Technology in Education
- 11.1.1. Technology as a Means of Education
- 11.1.2. Advantages of Using It
- 11.1.3. Inconveniences and Addictions

11.2. Educational Neurotechnology
- 11.2.1. Neuroscience
- 11.2.2. Neurotechnology

11.3. Programming in Education
- 11.3.1. Benefits of Programming in Education
- 11.3.2. Scratch Platform
- 11.3.3. Creation of the First Hello World
- 11.3.4. Commands, Parameters and Events
- 11.3.5. Export of Projects

11.4. Introduction to the Flipped Classroom
- 11.4.1. What Is It Based On?
- 11.4.2. Examples of Use
- 11.4.3. Video Recording
- 11.4.4. YouTube

11.5. Introduction to Gamification
- 11.5.1. What Is Gamification?
- 11.5.2. Success Stories

11.6. Introduction to Robotics
- 11.6.1. The Importance of Robotics in Education
- 11.6.2. Arduino (Hardware)
- 11.6.3. Arduino (Programming Language)

11.7. Tips and Examples of Use in the Classroom
- 11.7.1. Combining Innovation Tools in the Classroom
- 11.7.2. Real-Life Examples

11.8. Introduction to Augmented Reality
- 11.8.1. What is AR?
- 11.8.2. What are the Benefits in Education?

11.9. How to Develop Your Own Apps in AR
- 11.9.1. Vuforia
- 11.9.2. Unity
- 11.9.3. Examples of Use

11.10. *Samsung Virtual School Suitcase*
- 11.10.1. Immersive Learning
- 11.10.2. The Backpack of the Future

You will implement cutting-edge inclusive strategies that promote equal opportunities and integration in both social and labor spheres"

04

Teaching Objectives

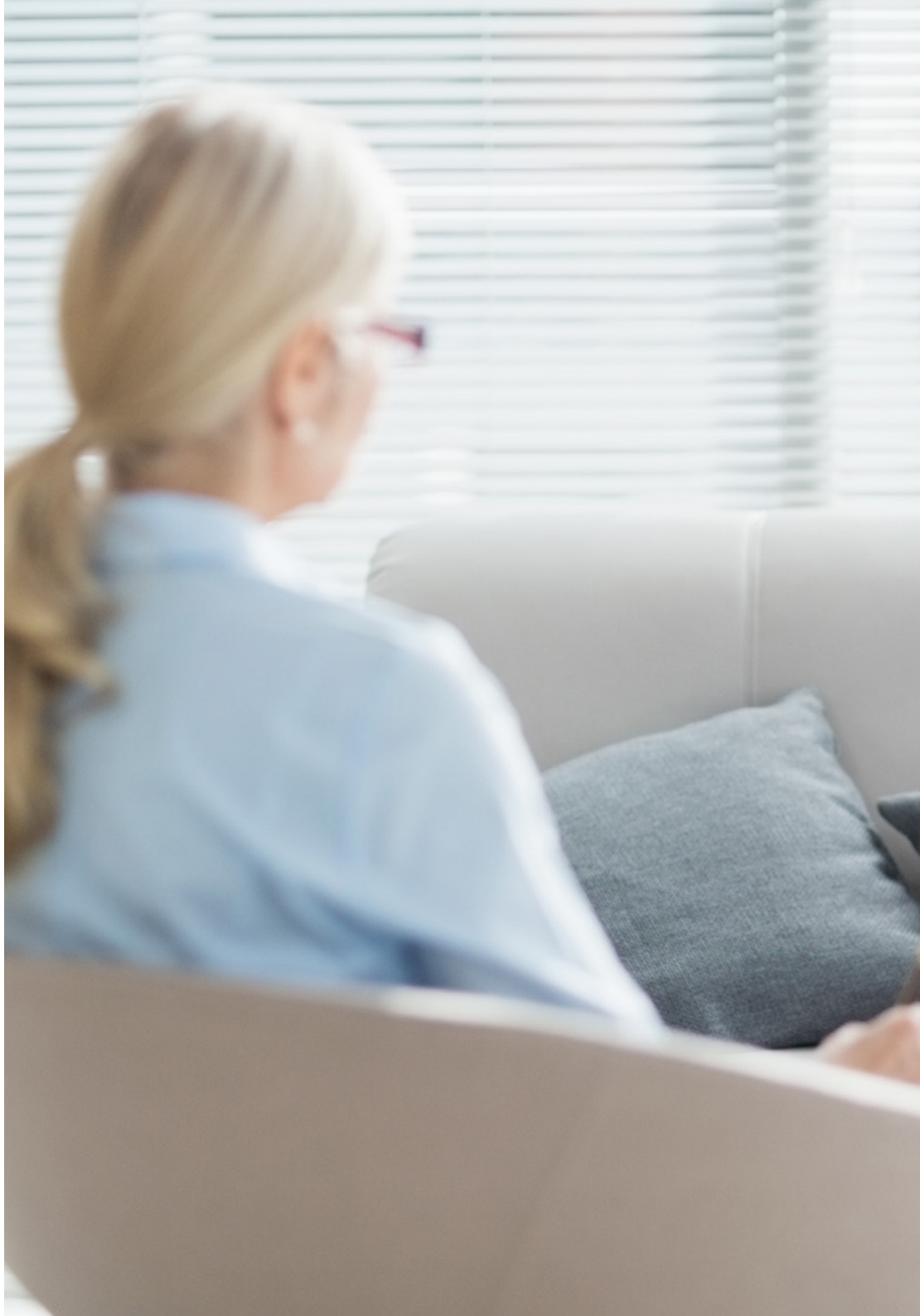
The complete design of this Hybrid Master's Degree will enable graduates to acquire all the necessary competencies to intervene effectively and efficiently in educational, social, and labor contexts. Thanks to an integrated theoretical-practical approach, graduates will master the application of innovative and up-to-date psychopedagogical strategies aimed at inclusion, as well as the personal, emotional, and professional development of various groups facing vulnerability, risk, or social disadvantage, strengthening their capacities to create a positive and sustainable impact in each area of intervention.

You will lead intervention projects with vulnerable groups, applying psychopedagogical tools to foster integration, autonomy, and personal development"

General Objective

- The general objective of this university qualification is for professionals to update, expand, and strengthen their competencies in psychoeducational intervention and specialized counseling within various social or labor contexts. Through a rigorous and immersive academic proposal, the program aims for psychologists to acquire advanced skills and practical tools to design, implement, and evaluate effective strategies of support, guidance, and accompaniment, promoting inclusion, well-being, autonomy, and the integral development of individuals in a meaningful and sustained way in each professional area they work in

Take full advantage of TECH Global University's Relearning methodology, which will allow you to organize your time and study pace comfortably"



Specific Objectives

Module 1. Main Psychological Theories and Stages of Development

- Maintain a holistic view of human development and provide key factors for reflection in this field of knowledge
- Describe the characteristics and contributions of the different theoretical models of developmental psychology

Module 2. Psychopedagogical Assessment, Diagnosis, and Counseling

- Manage the main theories that explain human development
- Explain what occurs within each stage of development, as well as during the transitional periods between stages

Module 3. Educational Measurement, Research and Innovation

- Investigate and innovate in counseling techniques to respond to the new demands of society
- Apply measurement and evaluation techniques and instruments, as well as tools for information analysis in psychopedagogical processes

Module 4. Psychopedagogical Assessment in Social and Community Contexts

- Understand sociocommunity intervention to develop psychopedagogical techniques
- Develop different socio-educational programs based on age groups

Module 5. Career Entry, Lifelong Learning, and Professional Development

- Approach the labor and social environment from an educational perspective
- Provide students with the key elements of social and occupational services and projects

Module 6. Design, Management, and Evaluation of Social and Occupational Projects

- Approach the labor and social environment from an educational perspective
- Reflect on the information and knowledge society
- Delve about the quality of social and labor projects and services

Module 7. Early Intervention

- Support and reinforce childhood care for people with biological, psychological, or social risks
- Master the basic concepts and tools that will enable you to intervene early, both to prevent and address the biopsychosocial risks affecting childhood
- Gain knowledge of cognitive, linguistic, socio-affective, and socially at-risk children's development
- Identify the different intervention models and types of programs, as well as their development

Module 8. Health Education and Hospital Psychopedagogy

- Reflect on the concept of health and its socio-political implications
- Learn about the role of the educator as a mediator in health education
- Define the concept of health education and health promotion and prevention
- Understand health from the ecology of human development

Module 9. Psychopedagogical Counseling for Families at Psychosocial Risk

- Identify the different family models in order to create specific dynamics to promote the well-being of all family members
- Value psychopedagogical and socio-educational intervention as a necessary tool in situations of psychosocial risk for families

Module 10. Adaptation to Multiple Intelligence Situations

- Learn the evolutionary processes of intelligence development
- Study the concepts of intelligence and learning in psychoeducational intervention environments

Module 11. Technological Innovation in Teaching

- Learn about the latest technological advances applicable to education
- Implement new technology in the graduate's curriculum development with SEN

05

Internship

After completing the first online phase, this university program includes a practical internship at a leading institution in the field of Social and Occupational Psychopedagogy. During this immersive experience, graduates will have the support of an assigned tutor who will provide individualized guidance to ensure the optimal execution of activities with high levels of security and precision.

You will lead community development initiatives from a psychopedagogical approach, effectively managing human and material resources"

The Practical Training period of this Social and Occupational Psychopedagogy program consists of an internship at a prestigious company. This internship will allow graduates to familiarize themselves with psychopedagogical intervention methodologies in various contexts and gain an applied view of orientation processes within organizations. Additionally, it will foster the establishment of professional networks and increase employability in sectors related to psychoeducational intervention.

In this practical-oriented university qualification, the activities are aimed at developing and refining the competencies required for psychopedagogical intervention in social and labor contexts that demand a high level of specialization. They are designed for specific training in professional practice, in environments that require effective, ethically responsible interventions with a high social impact, ensuring quality support for individuals and groups in processes of orientation, inclusion, and personal development.

This is undoubtedly an opportunity to update knowledge while working in a pioneering psychoeducational intervention environment, where people care and social transformation are at the heart of the professional culture. This new way of understanding and integrating guidance processes makes the collaborating institutions the ideal learning scenario to experience innovative growth in refining the psychoeducational skills of the 21st century.

The practical teaching will be carried out with the support and guidance of professors and fellow trainees who will facilitate teamwork and multidisciplinary integration as cross-cutting competencies for Social and Occupational Psychopedagogy practice (learning to be and learning to relate).

The procedures described below will be the basis of the specialization, and their realization will be subject to the center's own availability, its usual activity and workload, the proposed activities being the following:

Practical exercises based on real cases, interactive summaries, and detailed videos created by the teachers themselves will completely enliven your learning experience"

Module	Practical Activity
Advanced Psychopedagogical Guidance Techniques	Implement psychopedagogical tests and techniques to assess the educational and occupational abilities and needs of individuals
	Conduct interviews and observations to collect qualitative information on the social, emotional, academic, or occupational context of the evaluated person
	Diagnose learning difficulties, emotional problems, or social barriers that affect personal and professional development
	Create personalized intervention plans aimed at improving the individual's competencies and overall well-being
Comprehensive Community Assessment	Manage diagnostic tools adapted to the cultural, social, and linguistic diversity of the community context
	Prepare diagnostic reports that integrate psychopedagogical and social aspects, providing a holistic perspective of the situation
	Guide communities and families on strategies to improve the educational and social environment
	Propose community-based interventions derived from diagnostic findings to foster social cohesion, participation, and integral development
Design of Professional Development Pathways	Design employment insertion programs for groups at risk of social exclusion, facilitating their integration into the labor market
	Provide career counseling and guidance for individuals seeking employment or wishing to reorient their professional trajectory
	Develop personalized lifelong development plans that address individual and group needs to improve professional competencies
	Assess professional skills, interests, and abilities to facilitate career transitions or professional retraining
Therapeutic Support for Families at Risk	Evaluate the family environment and relational dynamics to identify risk factors in the psychopedagogical development of family members
	Provide guidance to families on educational strategies that promote the emotional and cognitive well-being of children and adolescents
	Design personalized intervention plans to strengthen parenting skills and improve family communication
	Foster family resilience through the development of internal and external resources that support stability and positive development

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.

General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned an academic tutor, whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, five days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the student does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who complete the Hybrid Master's Degree will receive a diploma accrediting their attendance at the institution.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

The academic program offers students a unique opportunity to access highly recognized internship centers in the field of Social Psychology, ensuring a top-tier professional experience. During the practical internship, students will be able to directly apply the knowledge acquired, developing specific competencies under the supervision of experts in leading institutions. This immersive experience not only strengthens academic training but also allows students to familiarize themselves with real work environments, promoting their professional growth and enhancing their ability to intervene effectively in specialized contexts.

You will enjoy a practical internship at a reputable organization, where you will design policies that promote gender equality and functional diversity in various contexts"

The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:

Down Toledo

Country
Spain

City
Toledo

Address: Rio Yedra, 8 local 1

Organization dedicated to ensuring the genuine inclusion of people with Down syndrome

Related internship programs:
- Community Health Psychology and Social Intervention
- Social and Occupational Psychopedagogy

Boost your career path with holistic teaching, allowing you to advance both theoretically and practically"

07

Career Opportunities

This university program from TECH is a unique opportunity for professionals interested in intervening in social and labor contexts from a psychopedagogical perspective. Thanks to its practice-oriented approach, the Hybrid Master's Degree allows students to develop key competencies in inclusion, social-labor guidance, and supporting vulnerable groups. Thanks to its practice-oriented approach, the Hybrid Master's Degree allows students to develop key competencies in inclusion, social-labor guidance, and supporting vulnerable groups.

Looking to work as an Employment Insertion Programs Technician? With this university qualification, you will achieve it in just 12 months"

Graduate Profile

Graduates of this academic path will be highly trained professionals capable of designing, applying, and evaluating psychopedagogical interventions in diverse social and labor contexts. At the same time, they will gain skills to support processes of inclusion, guidance, and personal and professional development, particularly in vulnerable groups. Additionally, they will be prepared to address challenges related to equity, diversity, and psychosocial well-being. They will also be able to lead innovative projects to promote more inclusive, ethical, and sustainable work environments from a comprehensive psychopedagogical perspective.

You will oversee initiatives that aim to facilitate access to employment and continuous training for people in vulnerable situations.

- **Diversity and Inclusion Management:** Competence to identify, value, and address cultural, functional, and social diversity, creating both more inclusive and respectful educational or work environments with respect to individual differences
- **Use of Technology for Intervention:** Ability to integrate digital tools and technological resources in the processes of diagnosis, guidance, training, and psychopedagogical follow-up, adapting to changing environments
- **Interpersonal and Empathetic Communication:** Ability to establish trust and effective communication with individuals and groups, facilitating guidance, support, and educational intervention processes with sensitivity
- **Interdisciplinary Collaboration:** Aptitude for integrating with multidisciplinary teams in social and labor intervention projects, fostering synergies between different professional approaches

After completing the university program, you will be able to apply your knowledge and skills in the following positions:

1. **Psychopedagogical Advisor in Social and Labor Inclusion:** Responsible for designing and implementing guidance and inclusion strategies for at-risk social or labor groups in various institutions.
2. **Technician in Psychopedagogical Intervention in the Social Sphere:** Participates in the development of intervention projects for vulnerable groups, applying psychopedagogical tools to promote integration, autonomy, and personal development.
3. **Consultant in Educational and Labor Policies:** Collaborates with public administrations, non-profit organizations, or companies to develop policies that promote equity, inclusion, and professional development in various contexts.
4. **Administrator of Psychopedagogical and Community Projects:** Leads community development initiatives from a psychopedagogical perspective, managing human and material resources in social or labor institutions.

08

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.

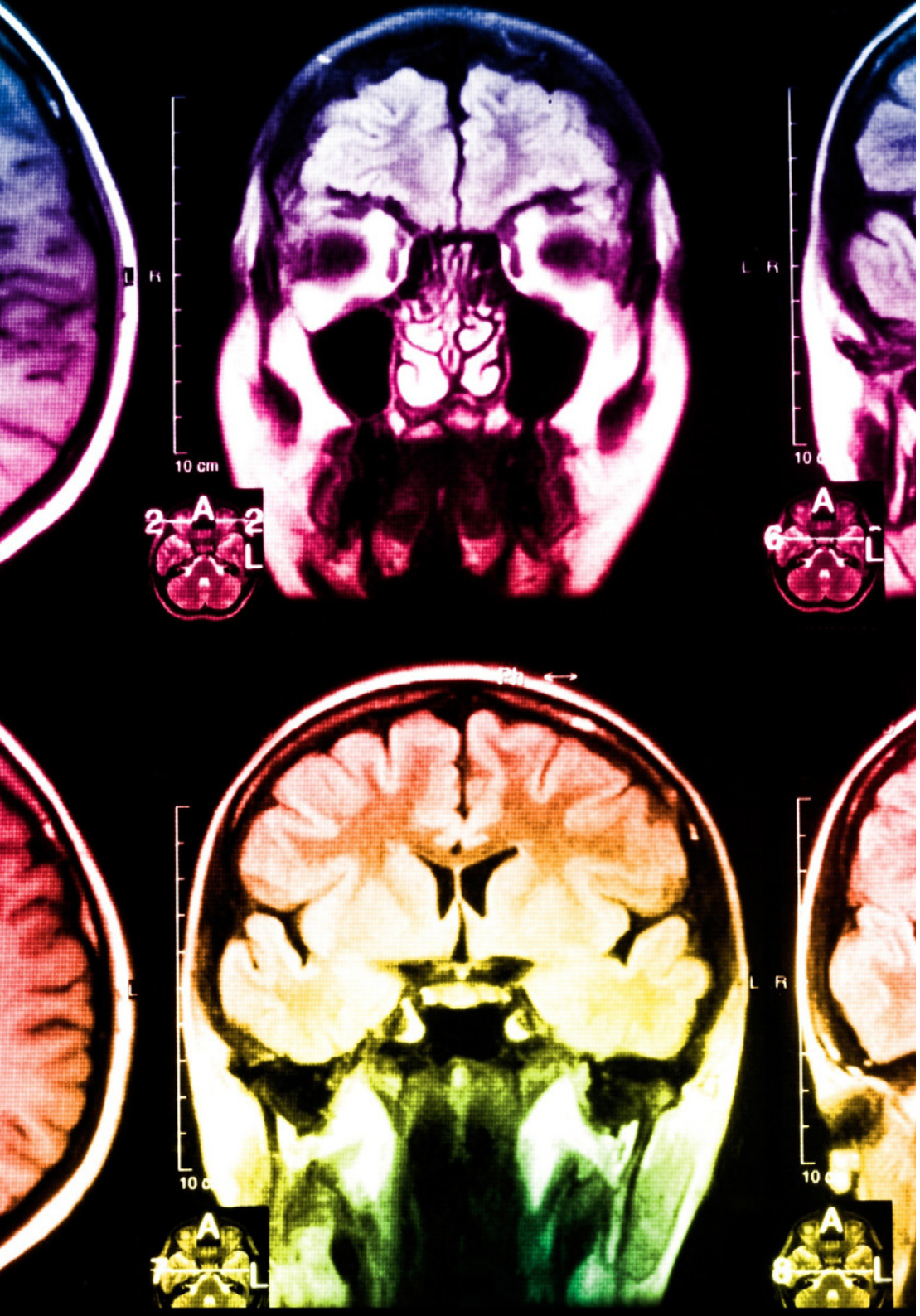
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

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.

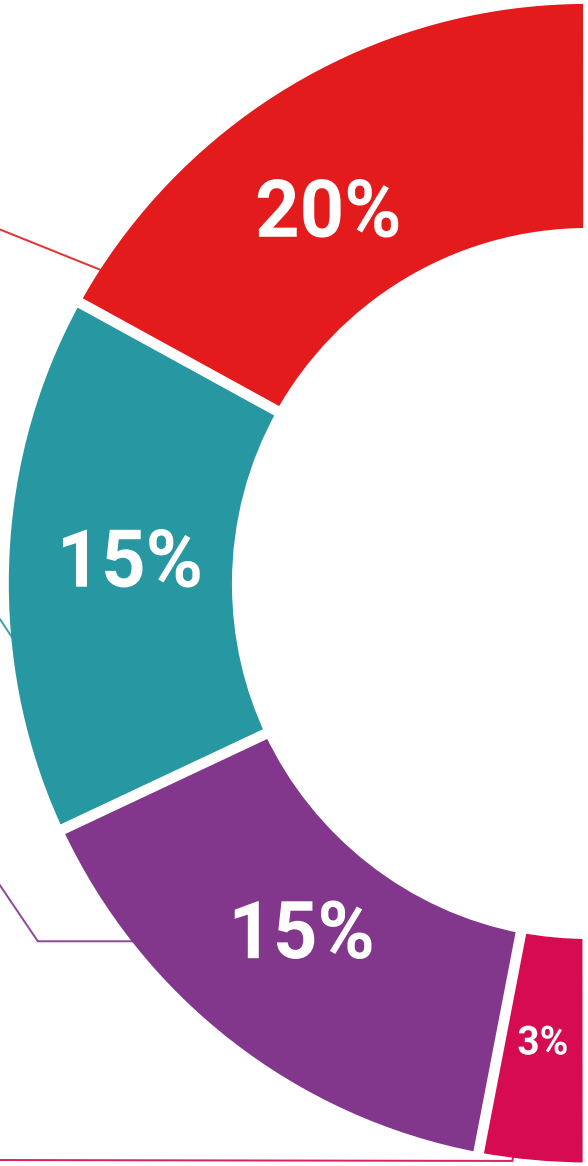
Interactive Summaries

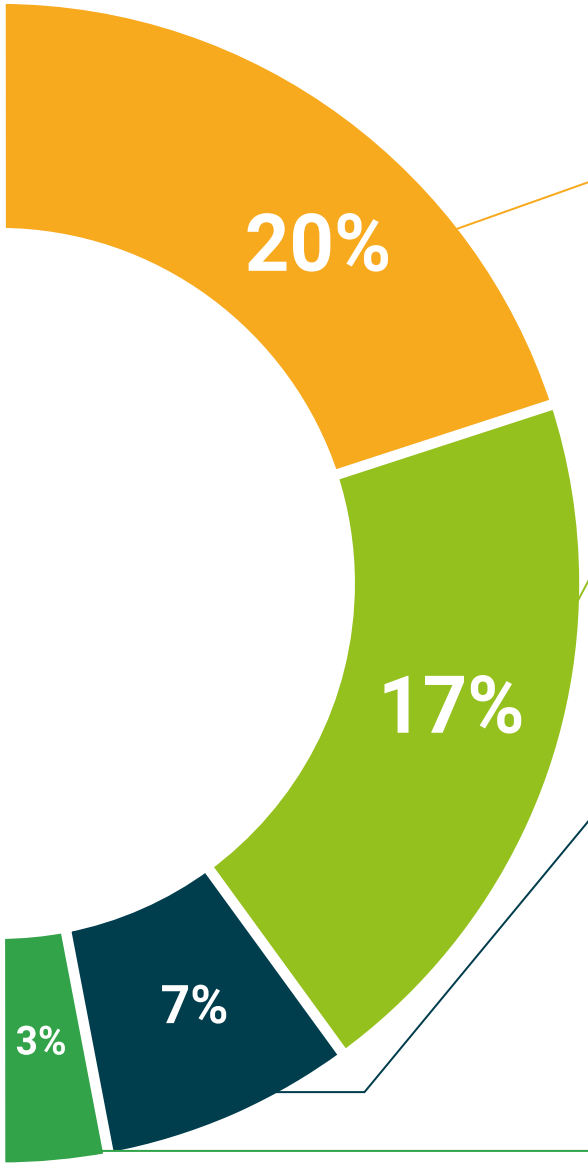
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for 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.

09

Teaching Staff

The fundamental premise of TECH Global University is to make the most comprehensive and up-to-date university programs available to anyone in the academic landscape. To achieve this, they conduct a thorough process to form each of their teaching staff. Thanks to this, they have developed a variety of educational materials characterized by their high quality and adaptability to the real needs of the current job market. In this way, graduates have the guarantees they need to embark on an intensive experience that will significantly optimize their daily clinical practice.

An experienced teaching staff specialized in Social and Occupational Psychopedagogy will guide you throughout this university program, resolving any doubts that may arise"

Management

Mr. Alfonso Suárez, Álvaro

- Psychopedagogist specializing in SEN students
- Teacher of educational reinforcement of SEN students
- Social and healthcare technician for people dependent on social institutions
- Social Integration Technician
- Bachelor's Degree in Psychopedagogy from the University of Laguna

10

Certificate

The Hybrid Master's Degree in Social and Occupational Psychopedagogy guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Hybrid Master's Degree 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 diploma for the **Hybrid Master's Degree in Occupational Psychopedagogy** 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: **Hybrid Master's Degree in Occupational Psychopedagogy**

Modality: **online**

Duration: **12 months**

Accreditation: **60 + 4 ECTS**


tech global university

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

Hybrid Master's Degree in Occupational Psychopedagogy

This is a private qualification of 1,920 hours of duration equivalent to 64 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


Hybrid Master's Degree in Occupational Psychopedagogy

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	4
Master's Degree Thesis (MDT)	0
	Total 64

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Main Psychological Theories and Stages of Development	6	CO
1º	Psychopedagogical Assessment, Diagnosis, and Counseling	6	CO
1º	Educational Measurement, Research and Innovation	6	CO
1º	Psychopedagogical Assessment in Social and Community Contexts	6	CO
1º	Career Entry, Lifelong Learning, and Professional Development	6	CO
1º	Design, Management, and Evaluation of Social and Occupational Projects	6	CO
1º	Early Intervention	6	CO
1º	Health Education and Hospital Psychopedagogy	6	CO
1º	Psychopedagogical Counseling for Families at Psychosocial Risk	6	CO
1º	Adaptation to Multiple Intelligence Situations	3	CO
1º	Technological Innovation in Teaching	3	CO

Dr. Pedro Navarro Illana
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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Hybrid Master's Degree

Social and Occupational Psychopedagogy

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Global University**
Credits: **60 + 4 ECTS**

Hybrid Master's Degree
Social and Occupational Psychopedagogy

tech global university