

Postgraduate Diploma Conflict Management in School Bullying



Postgraduate Diploma Conflict Management in School Bullying

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

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-conflict-management-school-bullying

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Structure and Content

p. 12

04

Methodology

p. 18

05

Certificate

p. 26

01

Introduction

Altercations between students can lead to situations of harassment that result in bullying. Therefore, it is essential to handle them properly in their initial phase in order to avoid them and maintain a healthy coexistence in schools. To this end, the psychologists must be able to deal with possible disputes between young people. With this objective, TECH has developed a program that offers students updated strategies to improve coexistence among peers through the use of new technologies or techniques for conflict resolution in children and adolescents. In this way, professionals can adapt to the current demands of the sector, obtaining their qualification in a 100% online mode and without time constraints.





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Enroll in this program and update your knowledge through multimedia material that will allow you to learn at your own pace”

Disputes between students in schools are very common, especially due to the increased use of social networks and the Internet by children and adolescents. This means that psychologists must develop strategies to manage these conflicts effectively and prevent harassment that can affect the quality of life of young people, generating anxiety, depression, social isolation or low self-esteem. Therefore, these professionals must be familiar with cutting-edge techniques that allow them to solve these problems in a peaceful and efficient manner, ensuring the welfare of students.

That is why TECH has created this Postgraduate Diploma, which will enable students to delve into cutting-edge strategies to deal solvently with these situations. During 450 hours of intensive training, students will identify protocols for designing coexistence programs in the classroom, with the aim of preventing bullying cases among students. They will also delve into the management of risks arising from ICT or delve into the use of sophisticated psycho-pedagogical resources to carry out monitoring and support for victims.

All this can be achieved without the need to make uncomfortable daily commutes to a study center, as this program is offered in 100% online mode. In addition, it has a wide variety of teaching formats, such as readings, videos and interactive summaries, which favors learning based on the academic needs of each student.

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

- ♦ The development of case studies presented by experts in Psychology and Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Get the most modern deepening of the psychological environment on Conflict Management in School Bullying thanks to this Postgraduate Diploma"

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Get updated in the Conflict Management in School Bullying and the best therapies to reduce social distancing in adolescents”

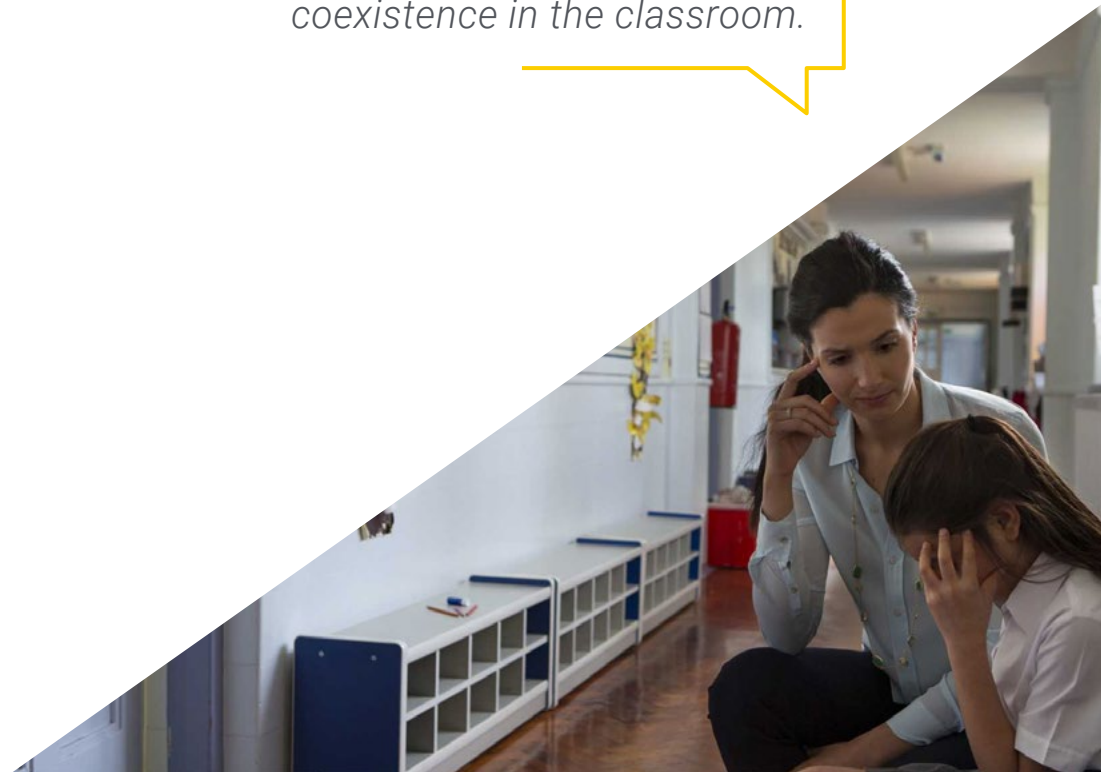
Delve into the importance of the family nucleus, and what it represents for a victim and the aggressor in cases of bullying.

Through this program, you will learn the protocols to maintain a healthy coexistence in the classroom.

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

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

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.



02

Objectives

TECH has created a Postgraduate Diploma in Conflict Management in School Bullying with the aim that the psychologists are able to understand the current reality around the management of bullying. In this way, they will obtain a series of cutting-edge knowledge that will contribute to make more accurate diagnoses and provide help to the psychological sequels suffered by the victims of these conflicts.





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This Postgraduate Diploma has been designed so that you can become a first level professional, optimizing your psychological praxis with a child who has experienced bullying”



General Objectives

- Deepen in the prevention and intervention in school bullying
- Delve into the different areas in which school bullying has an impact
- Offer a system of in-depth study for a comprehensive approach to school bullying
- Inquire into the educational, psychological, social and legal aspects of school bullying
- Acquire in-depth knowledge of the relationship between school bullying and its psychological consequences
- Describe school conflict management, assertive communication and problem solving tools
- Explain the tools to know how to prevent school bullying
- Explain the tools to know how to intervene in school bullying
- Enable to work collaboratively with all the actors involved in school bullying



Through this program, you will delve into the situation of a family and its role in the School Conflict"





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
- ♦ Understand the impact of social relationships

Module 2. Coexistence Facing 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

- ♦ Deepen in 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
- ♦ Learn how to approach a school conflict

03

Structure and Content

The graduates of this Postgraduate Diploma will benefit from a syllabus where topics such as the concept of morale, the importance of the family nucleus and the importance of monitoring and support while harassment is present will be covered in depth. The program is available in different didactic formats, such as complementary readings and interactive summaries, which ensures that learning is perfectly adapted to the academic needs of the students. In addition, the teaching will accommodate your schedule thanks to its 100% online methodology.



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The Postgraduate Diploma in Conflict Management in School Bullying will bring you up to date in the different techniques of participation in educational activities"

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. Parental 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. Coexistence Facing 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 the area of 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. Adequate teacher professional development in the field of 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 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 produced in school bullying
 - 3.1.1. Conflict in Education
 - 3.1.3. Historical journey
 - 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. Personality and context interaction
- 3.4. Planning the analysis of a school bullying situation
 - 3.4.1. Suitability or not of the mediator
 - 3.4.2. Conflict detection plan
- 3.5. Stages of the planning of 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. Commissioning
 - 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 conflict
- 3.7. Bullying in Early Childhood Education
 - 3.7.1. Active Listening
 - 3.7.2. In-depth exploration of the conflict beyond the surface
 - 3.7.3. Reactions of Parties Involved
 - 3.7.4. Experience of emotions
- 3.8. Bullying in Primary School Children
 - 3.8.1. Active Listening
 - 3.8.2. In-depth exploration of the conflict beyond the surface
 - 3.8.3. Person-Related Elements
 - 3.8.4. Process-Related Elements
 - 3.8.5. Communication-Related Elements
- 3.9. Bullying in adolescents
 - 3.9.1. Active Listening
 - 3.9.2. In-depth exploration of the conflict beyond the surface
 - 3.9.3. Person-Related Elements
 - 3.9.4. Process-Related Elements
 - 3.9.5. Communication-Related Elements
- 3.10. Importance of monitoring and support in school bullying
 - 3.10.1. Following Up
 - 3.10.2. Different resources to support teachers



Learn from anywhere you want and 24 hours a day, thanks to a 100% online program"

04

Methodology

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

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



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

At TECH we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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

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



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

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

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

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

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



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



Study Material

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

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



Latest Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



05

Certificate

The Postgraduate Diploma in Conflict Management in School Bullying guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

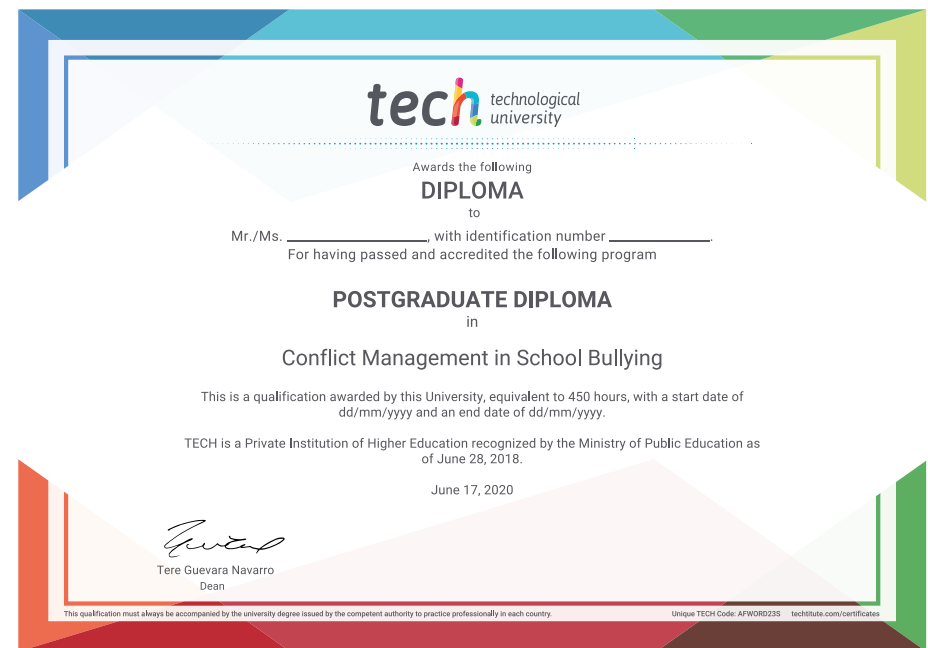
This **Postgraduate Diploma Conflict Management in School Bullying** contains the most complete and up-to-date program on the market.

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

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

Title: **Postgraduate Diploma in Conflict Management in School Bullying**

Official N° of Hours: **450 hours**.



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

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education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development languages
virtual classroom



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