Postgraduate Diploma
Detection of Social Exclusion in the Educational Environment for Psychologists

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Postgraduate Diploma

Detection of Social Exclusion in the Educational Environment for Psychologists

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

Website: **www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-detection-social-exclusion-educational-environment-psychologists**

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01

Introduction

Detecting and addressing a situation of social exclusion in students can be a radical change in their lives and a turning point that helps them to focus on their education. At the same time, missing or failing to detect this type of problem can lead to lifelong trauma. Therefore, teachers and school psychologists have an obligation to know the appropriate procedures for different types of cases. As well as the latest learning techniques, such as cooperative teaching or coeducation. In order to meet this need, the present program was born, an extensive program that offers the keys to deal with social exclusion in the educational field. Contents that, in turn, will be taught in a fully online mode and without timetables. Favoring the personal and work conciliation.

"
Update your knowledge about social exclusion with a modern vision and a syllabus that covers the student, the classroom, the center, the law and the educational system"

Each child has different characteristics, interests and abilities. Educational systems and programs must take this diversity into account. Therefore, the centers have the obligation to respond to the different educational needs in school and out-of-school pedagogical contexts.

In this sense, this Postgraduate Diploma aims to provide an updated vision of inclusive education. Understanding the risk that certain situations pose for students, and providing the most appropriate tools and techniques in each case.

To do this, we will delve into students with special needs and high abilities, as well as those who are suffering from external circumstances. Defining, for each case, the aspects that impede the follow-up of the sessions and the most appropriate procedures. In addition, some very useful concepts and techniques such as cooperative learning or coeducation will be explained. Always, with the intention that psychologists update their knowledge in the field of social exclusion.

These contents will be taught in a 100% online modality, without timetables and with the syllabus available in its entirety from the first day. In this way, organization and personal and work conciliation are favored, and, consequently, learning.

This **Postgraduate Diploma in Detection of Social Exclusion in the Educational Environment for Psychologists** contains the most complete and up-to-date scientific program on the market. The most important features include:

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

This program will allow you to work according to the most innovative techniques of guidance in the educational field"

" Students coming from shelters have socialized very differently from their peers. This program offers you the most innovative techniques to deal with their situation"

Enroll and update yourself with the latest legislation so that your intervention in cases of social exclusion is always in accordance with current regulations.

By taking this program you will delve into the particularities of foster care for minors. Both from the parental perspective and from the children's perspective.

The program's teaching staff includes professionals from the 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

Graduates in this Postgraduate Diploma will learn the most current techniques for detecting and acting in situations of social exclusion in educational environments. The possible reasons for conflict will be studied in depth, different techniques will be provided to identify them and the most appropriate ways to deal with them will be discussed. Always based on current legislation and the most recent research in the field of social exclusion.

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Throughout the program you will learn the most innovative and effective intervention methodologies"

General Objectives

- Enable the student to teach in situations of risk of exclusion
- Define the main characteristics of inclusive education
- Manage techniques and strategies for the intervention with the diversity of students, as well as with the educational community: families and environment
- Analyze the role of teachers and families in the context of inclusive education
- Interpret all the elements and aspects concerning teacher preparation in the inclusive school
- Develop in the student ability to develop their own methodology and work system
- Internalize the typology of students who are at risk and socially excluded, and how the educational system should respond to them
- Describe the functioning of the child and youth protection system
- Study the different types of protection measures and their treatment in the school environment
- Analyze situations of child abuse and the protocols for action by the psychology professional

- Identify the stages of development from birth to adolescence; achieving that students have their own judgment to establish the effects that cognitive, communicative, motor and emotional processes have on child development
- Detect different risk factors that may alter development throughout the life cycle
- Describe the general circumstances of the students under guardianship and how these may affect their educational environment
- Learn how to respond to students under guardianship and their families in the school environment
- Apply mediation as a pedagogical tool for conflict resolution and harmony the educational community

Specific Objectives

Module 1

- Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- Value the importance of the inclusive school for the attention to student diversity
- Explain, according to current legislation, who are the students with special educational needs (SEN)
- Recognize the main SEN that can be presented by the Children with special education Needs
- Delve into the HIP and the models of attention to their SEN
- Establish the relationship between inclusion and multiculturalism
- Explain the importance of cooperative learning for inclusion
- Promote the value of coeducation for the reduction of school exclusion
- Identify the most influential aspects in the social climate of the classroom

Module 2

- Analyze the legal framework of the child protection system
- Define the basic concepts of protection
- Identify the various types of protection measures
- Explain the operation of residential centers and their coordination with the school
- Develop skills to intervene in the school environment with children living in foster families or adopted children

Module 3

- Define the specific characteristics of foster and adopted children
- Acquire knowledge about the specific needs of children in foster and adoptive families
- Define the different agents involved in the guardianship procedure and in the decision making process
- Describe the different protection measures
- Acquire tools to deal with situations derived from the condition of being under guardianship
- Internalize and make essential the need for coordination between the different social agents surrounding the child under guardianship or the girl under guardianship
- Provide real alternatives in the field of social and labor insertion

TECH shares the same goal as you do: to do everything possible to ensure that students in the classroom have equal opportunities"

03
Course Management

The teaching staff of the Postgraduate Diploma in Detection of Social Exclusion in the Educational Environment for Psychologists is made up of academic experts who have first-hand knowledge of the most current related research. In addition, they have extensive professional experience, generating a combination of theoretical and practical knowledge that is ideal for extrapolating it to the development of work activity.

"
You will be able to rely on TECH teachers to learn firsthand how certain cases of social exclusion have been solved in the classroom"

Management

Mr. Notario Pardo, Francisco
- Pedagogue and Social Educator
- Postgraduate Diploma in Dysfunctional Families and Children at Risk Intervention. Intervention Technician in Residential and Family Foster Care

Professors

Ms. Antón Ortega, Noelia
- Special Education Teacher at Miguel Hernández Primary School
- Therapeutic Pedagogue

Ms. Antón Ortega, Patricia
- Psychologist at CIAF Family Foster Care Intervention Center of Alicante

Ms. Beltrán Catalán, María
- Pedagogical therapist at Oriéntate POLARIS
- Co-director of Spanish PostBullying Association
- Research Member of LAECOVI - University of Cordoba

Dr. Carbonell Bernal, Noelia
- Teacher - UNIR Degree in Primary Education
- PhD in Educational Psychology at the University of Murcia

Ms. Chacón Saiz, Raquel
- Pedagogue/School Counselor
- SPE V0 Guidance Counselor

Ms. Pérez López, Juana
- Pedagogue/School Counselor

Ms. Tortosa Casado, Noelia
- Foster Care Coordinator of Alicante

" *Take the opportunity and take the step to catch up on the latest developments in Detection of Social Exclusion in the Educational Environment for Psychologists"*

04
Structure and Content

The structure of the contents has been designed by a team of professionals from the best centers and universities in the country. Teachers and psychologists who recognize the education system as an area of social exclusion and try to provide solutions.

Always, based on the most current academic contents and in their extensive experience as teachers, counselors and psychologists.

"This comprehensive program provides an overview of the evolution of special education to understand the current moment"

Module 1. The Educational System as an Area of Social Exclusion

1.1. Exclusion in Education
    1.1.1. Conception of Current Education
        1.1.1.1. Traditional Education
        1.1.1.2. Evolution and Problems; European Schools
        1.1.1.3. Other Educational Models
    1.1.2. Educational Exclusion
        1.1.2.1. Concept of Educational Exclusion
        1.1.2.2. Justifications for Exclusion
1.2. Inclusive Schools and Attention to Diversity
    1.2.1. Current School Model (Successful Educational Actions in Compulsory Centers, Special Education Centers, Singular Educational Performance Centers)
        1.2.1.1. Educational Inclusion
        1.2.1.2. Attention to Diversity
    1.2.2. Organization of the Educational Response
        1.2.2.1. At the Educational System level
        1.2.2.2. At Center Level
        1.2.2.3. At Classroom Level
        1.2.2.4. At Student Level
1.3. Special Educational Needs (SEN) Students
    1.3.1. Evolution of EE in the Last Decades
        1.3.1.1. The Institutionalization of Special Education (Medical Model)
        1.3.1.2. Clinical Model
        1.3.1.3. Standardization of Services
        1.3.1.4. Pedagogical Model
        1.3.1.5. Particular Features that Have Characterized the Evolution of Special Education
    1.3.2. Definition of Children with SEN
        1.3.2.1. At the Educational Level
        1.3.2.2. At Social Level
    1.3.3. Students with SEN in the Educational Environment
        1.3.3.1. Specific Learning Difficulties
        1.3.3.2. ADHD
        1.3.3.3. High Intellectual Potential
        1.3.3.4. Late Incorporation into the Educational System
        1.3.3.5. Personal or School History Conditions
        1.3.3.6. Students with SEN
    1.3.4. Organization of the Educational Response for this Student Body
    1.3.5. Main SEN by Areas of Development of the Students with Special Education Needs
1.4. Students with High Abilities
    1.4.1. Models Definition
    1.4.2. Precocity, Talent, Giftedness
    1.4.3. Identification and SEN
    1.4.4. Educational Response
        1.4.4 1. Acceleration
        1.4.4 2. Grouping
        1.4.4 3. Enrichment Programs
        1.4.4 4. Ordinary Measures Center
        1.4.4 5. Ordinary Measures Classroom
        1.4.4 6. Extraordinary Measures
1.5. Inclusion and Multiculturalism
    1.5.1. Conceptualization
    1.5.2. Strategies to Respond to Multiculturality
        1.5.2.1. Classroom Strategies
        1.5.2.2. Internal and External Classroom Support
        1.5.2.3. Adequacy to the Curriculum
        1.5.2.4. Organizational Aspects
        1.5.2.5. Center-Environment Cooperation
        1.5.2.6. Collaboration from the Institution

Module 2. The child protection system

2.2.   Foster Care for Minors

    2.2.1.   Theoretical and Conceptual Framework

        2.2.1.1. Historical Evolution BORRAR

        2.2.1.2. Theories of Intervention with Families

    2.2.2.   Types of Family Foster Care

        2.2.2.1. Kinship Foster Care

        2.2.2.2. Family Placement Foster Care

    2.2.3.   Stages of Family Foster Care

        2.2.3.1. Purpose of the Family Foster Care

        2.2.3.2. Principles of Action

        2.2.3.3. Stages of the Intervention

    2.2.4.   Foster Care from the Child's Perspective

        2.2.4.1. Preparation for Foster Care

        2.2.4.2. Fears and Resistance

        2.2.4.3. Family Foster Care and Family of Origin

2.3.   Residential Foster Care for Minors

    2.3.1.   Definition and Typology of Juvenile Centers

        2.3.1.1. Reception Centers

        2.3.1.2. Reception Centers II

        2.3.1.3. Functional Homes

        2.3.1.4. Emancipation Centers

        2.3.1.5. Day Centers for Labor Market Insertion

        2.3.1.6. Day Care Centers for Convivial and Educational Support

        2.3.1.7. Reform Centers

    2.3.2.   Residential care: principles and criteria

        2.3.2.1. Protective Factors

        2.3.2.2. Resident Children Needs

    2.3.3. Main Areas of Intervention from the Centers

        2.3.3.1. Stages of the Intervention

        2.3.3.2. Children Rights and Responsibilities

        2.3.3.3. Group Intervention

        2.3.3.4. Individual Intervention

    2.3.4.   Children Profiles

        2.3.4.1. Behavioral and Mental Health Problems

        2.3.4.2. Filio-Parental Violence

        2.3.4.3. Juvenile Offenders

        2.3.4.4. Unaccompanied Foreign Minors

        2.3.4.5. Accompanied Foreign Minors

        2.3.4.6. Preparation for Independent Living

2.4.   Adopting Children

Module 3. Educational Environment for Students under Guardianship

3.1.   Characteristics of the Supervised Student

    3.1.1.   Characteristics of Children under Guardianship

    3.1.2.   How the Profile of Foster Children Affects the School Environment

    3.1.3.   The Approach from the Educational System

3.2.   Students in Foster Care and Adoption

    3.2.1.   The Process of Adaptation and Integration to the School

    3.2.2.   Student Needs

        3.2.2.1. Adopted Children Needs

        3.2.2.2. Foster Care Children Needs

    3.2.3.   Collaboration Between School and Families

        3.2.3.1. School and Adoptive Families

        3.2.3.2. School and Foster Families

    3.2.4.   Coordination Between the Social Agents Involved

        3.2.4.1. The School and the Protection System (Administrations, Monitoring Entities)

        3.2.4.2. The School and the Health System

        3.2.4.3. School and Community Services

3.3.   Foster Care Center Students

    3.3.1.   The Integration and Adaptation in School

    3.3.2.   Residential Foster Care Children Needs

    3.3.3.   Collaboration Between School and Protection Centers

        3.3.3.1. Collaboration Between Administrations

        3.3.3.2. Collaboration Between the Teaching Team and the Center's Educational Team

The relearning methodology employed by TECH favors the assimilation of the syllabus, without having to invest excessive hours in study of it"

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH we use the Case Method

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

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

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

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

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.

2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.

3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.

4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

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

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

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

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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

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

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

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

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

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

Study Material

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

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

Latest Techniques and Procedures on Video

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

Interactive Summaries

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

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

Additional Reading

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

20%

15%

15%

3%

20%

17%

7%

3%
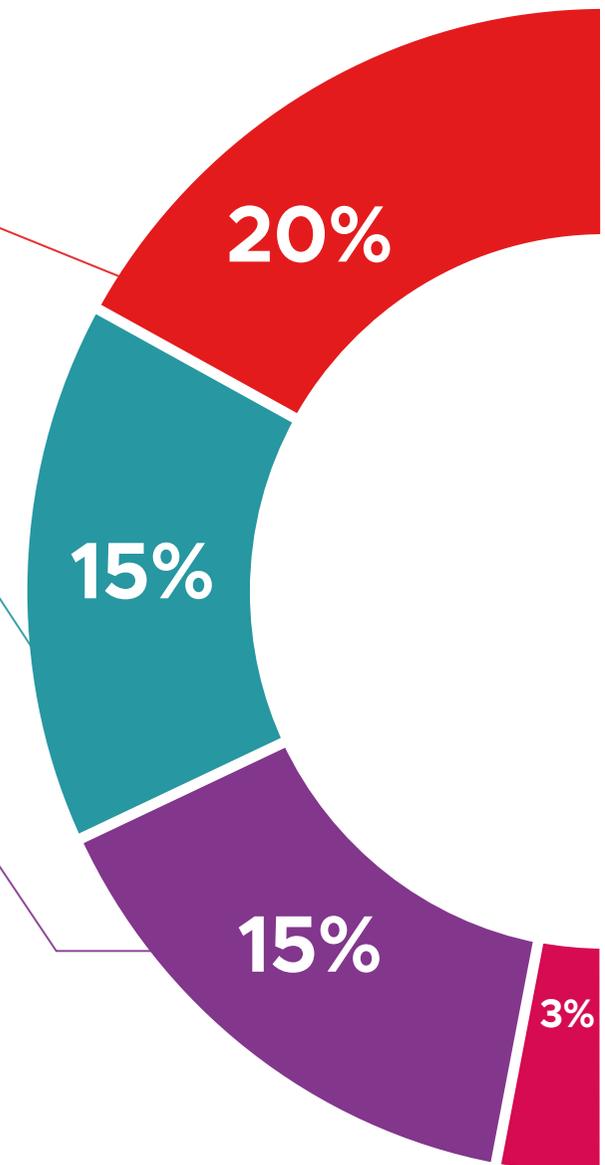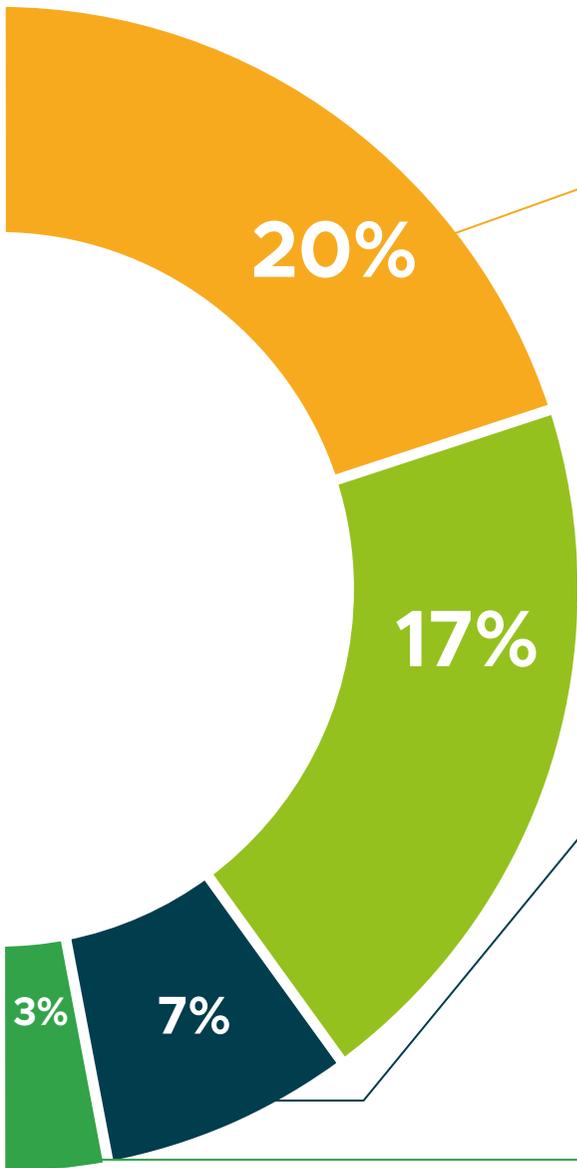
Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

06
Certificate

The Postgraduate Diploma in Detection of Social Exclusion in the Educational Environment for Psychologists guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

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

This **Postgraduate Diploma in Detection of Social Exclusion in the Educational Environment for Psychologists** contains the most complete and up-to-date scientific on the market.

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

The 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 Detection of Social Exclusion in the Educational Environment for Psychologists**

Official Nº of Hours: **450 h.**

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Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.
For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Detection of Social Exclusion in the Educational Environment for Psychologists

This is a qualification awarded by this University, equivalent to 450 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
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

*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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Postgraduate Diploma
Detection of Social Exclusion in the Educational Environment for Psychologists

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

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