

Postgraduate Diploma

Family and Community Intervention





Postgraduate Diploma Family and Community Intervention

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-family-community-intervention

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01

Introduction

For the psychologists, family and community intervention represent a wide field of development. To be able to develop in it with quality, adapting to different contexts and situations, you need to know the specific ways of working in this field. This course has been conceived to provide you with them in a simple and efficient way. With the expert quality that sets us apart.





“

Broaden your field of work towards family and community intervention with the theoretical and practical skills you will acquire in this complete course”

This Postgraduate Diploma provides extensive knowledge in advanced models and techniques in Family and Community Intervention. For this, you will have a teaching faculty that stands out for its extensive professional experience in the different fields in which psychology has developed and in different sectors of the population.

Throughout this program, you will learn the current and newest approaches on this topic. You will learn to work in all areas of family and community intervention, controlling each and every aspect of its development. Thus, at the end of this training, you will be able to develop projects and interventions in this field. A compendium of knowledge that will place you in a very competitive and useful professional position.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to develop your passion for learning, helping you to analyze and to develop critical thinking skills.

A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This **Postgraduate Diploma in Family and Community Intervention** contains the most complete and up-to-date program on the market. The most important features include:

- ◆ The development of case studies presented by experts
- ◆ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for Psychologist
- ◆ New developments and innovations in the different areas of psychology
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ◆ Special emphasis on cutting-edge 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



An educational program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way"

“

An approach totally focused on training effectiveness, which will allow you to learn in a real, constant and efficient way”

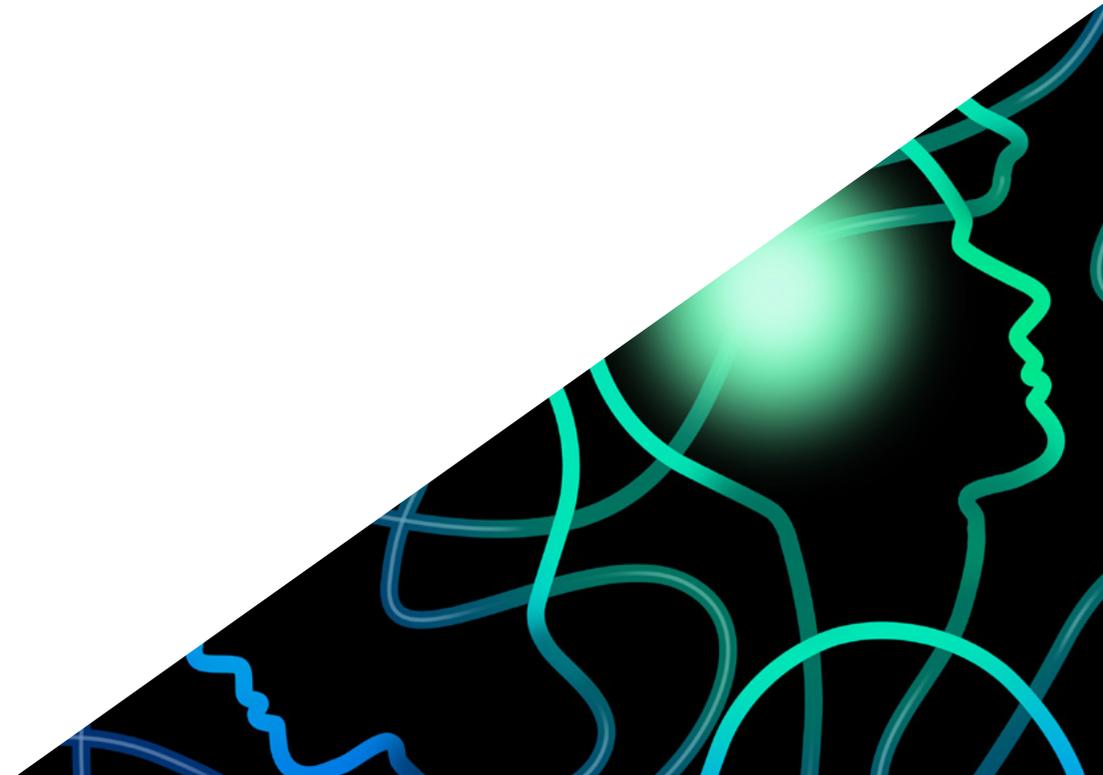
Forget the obsolete ways of studying the traditional way and make your learning easier and more motivating.

This Postgraduate Diploma makes a difference in the labor market by placing you among the most qualified professionals.

It includes a very broad teaching staff of professionals belonging to the field of psychology, who pour into this specialization the experience of their work, in addition to recognized specialists of reference societies and prestigious universities

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive program designed to learn in real situations.

This program is designed around Problem-Based Learning, where the student must try to solve the different professional practice situations that arise during the course. For this purpose, the professionals will be assisted by an innovative interactive video system developed by recognized experts in the field of psychology.



02

Objectives

The objectives of this program have been established as a guide for the entire specialization with the specific mission of offering students a very intensive program that will really boost their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.



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If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further. This specialization will give your career the boost it needs”



General Objective

- ◆ Train professionals qualified for the practice of Family and Community Intervention, who can intervene with real working capacity and with optimal results, supported by the most updated and useful theoretical and practical knowledge for their profession



This Postgraduate Diploma is aimed at all psychologists who want to achieve a high degree of specialization in Family and Community Intervention”





Specific Objectives

- ◆ In order to understand human behavior, it is essential to understand how values, attitudes and behavioral patterns are constructed based on the characteristics of the different contexts in which human beings grow up and are educated
- ◆ Obtain an overview of the way in which human development is shaped by the relationship with socialization contexts, focusing on the so-called ecological model of development
- ◆ Study, in detail, the ways in which they influence a person's cognitive and socio-emotional development, and itemize these aspects in the different stages of the life cycle (childhood, adolescence, adulthood and old age)
- ◆ Be familiar with some of the problems that arise within the family, such as child abuse and violence against women
- ◆ Understand the basic aspects of the community as a socialization environment, and detail aspects such as the feeling of community
- ◆ Design evaluation strategies of the family system
- ◆ Identify variables (personality, intelligence and other aptitudes, attitudes, etc.) and roles of family members
- ◆ Design psychological prevention strategies in family groups
- ◆ Define the objectives and elaborate the treatment plan to strengthen and improve intra-family relationships
- ◆ Learn to choose the appropriate psychological intervention techniques to achieve the objectives, recognizing differences, problems and needs
- ◆ Analyze the needs and demands of the target audience
- ◆ Select and manage resources, products and services
- ◆ Identify stakeholders
- ◆ Define objectives and develop basic intervention plans according to the purpose of the intervention
- ◆ Choose the appropriate psychological intervention techniques to achieve objectives
- ◆ Use strategies and techniques to involve the target audience in the intervention
- ◆ Apply strategies and methods of direct intervention to contexts: construction of healthy scenarios
- ◆ Plan the assessment of programs and interventions
- ◆ Devising an intervention plan
- ◆ Learn about the field of ethics within psychology
- ◆ Reflect on and obtain a critical view of the values and ethical principles as well as of the profession itself
- ◆ Discuss decision-making in the field of psychology, with its ethical implications
- ◆ Possess an extensive theoretical knowledge of professional deontology and the tools for analysis and critical reflection in order to be able to correctly develop your profession

03

Structure and Content

The structure of the contents has been designed by a team of professionals in Family and Community Intervention, aware of the relevance of the current specialization in order to deepen the area of knowledge and make publications of academic quality.





“

This Online Postgraduate Diploma in Family and Community Intervention contains the most complete and up-to-date scientific program on the market”

Module 1. Family, Community and Human Development

- 1.1. The Person and Social Context
 - 1.1.1. Introduction
 - 1.1.2. Social Systems: Structures and Processes
 - 1.1.3. The Ecological Model of Human Development
- 1.2. The Family: Concept, Types and Functions
 - 1.2.1. Introduction
 - 1.2.2. Origin and Universality of the Family
 - 1.2.3. Family Diversity and Change
 - 1.2.4. Family Functions
- 1.3. Family as a System
 - 1.3.1. Introduction
 - 1.3.2. Ecological-systemic Analysis of the Family
 - 1.3.3. Dimensions for Analyzing the Family from a Developmental-Educational Perspective
 - 1.3.4. Evolutionary Changes in the Family
- 1.4. The Influence of the Family on Psychological Development (1): Childhood and Adolescence
 - 1.4.1. Theoretical Framework for Understanding the Influence of the Family on Development
 - 1.4.2. Family Context and Psychological Development During Childhood and Adolescence
 - 1.4.3. The Family Context Optimizes and Enhances Psychological Development
- 1.5. The Influence of the Family on Psychological Development (2): Adulthood and Old Age
 - 1.5.1. The Family Context of Adults
 - 1.5.2. A Couple's Relationship in Adulthood and Old Age
 - 1.5.3. Relationships Between Older Parents and Adult Children
 - 1.5.4. Grandparenting
 - 1.5.5. Interventions to Improve the Family Context in Adulthood and Old Age
- 1.6. Disturbances in Family Relationships (1): Abuse in Childhood
 - 1.6.1. The Concept of Child Abuse
 - 1.6.2. Child Abuse Figures
 - 1.6.3. Etiology of Child Abuse
 - 1.6.4. Child Abuse Intervention
- 1.7. Disturbances in Family Relationships (2): Violence Against Women in the Family Context
 - 1.7.1. Violence Against Women: Definition and Types
 - 1.7.2. Intimate-Partner Violence Against Women: Statistics, Etiology, and Consequences
 - 1.7.3. Intervention and Prevention

- 1.8. Disturbances in Family Relationships (3): Delinquent Behavior in Adolescence
 - 1.8.1. Brief Overview of Delinquent Behavior and High-risk Behaviors in Youths and Adolescents
 - 1.8.2. Explanatory Models
 - 1.8.3. Risk Factors
- 1.9. The Community from a Psychosocial Perspective: Community Psychology
 - 1.9.1. Introduction
 - 1.9.2. Differences Between Community Psychology and Clinical and Medical models
 - 1.9.3. Visions of Community Psychology and North-South Differences
 - 1.9.4. The Concept and Basic Characteristics of Community Psychology
- 1.10. Concept and Sense of Community
 - 1.10.1. The Community and Sense of Community
 - 1.10.2. Components and Evaluation of the Sense of Community
 - 1.10.3. The Modern Community: City and Neighborhoods
 - 1.10.4. Social Support: Conceptual Analysis
 - 1.10.5. Social Support, Health and Well-being

Module 2. Family Counseling and Intervention

- 2.1. Anthropological, Historical, Sociological and Psychological Perspective of the Family
 - 2.1.1. Introduction
 - 2.1.2. Therapeutic relationship, components and characteristics
 - 2.1.3. Conclusions
- 2.2. Diagnosis as a Catalyst for the Therapeutic Bond
 - 2.2.1. Motivations associated with the profession
 - 2.2.2. Basic attitudes of the therapist that favor the relationship
 - 2.2.3. Characteristics of the therapist that favor rapport
- 2.3. Assessor Skills
 - 2.3.1. Be Useful in the Process
 - 2.3.2. Understand What is Happening
 - 2.3.3. Be Open and Understanding
 - 2.3.4. Become a Figure of Authority

- 2.4. Psychodiagnosis and Assessment of the Family System
 - 2.4.1. Language
 - 2.4.2. Pathological and Healthy Bonds
 - 2.4.3. Use of Others
 - 2.4.4. Rejection and Abandonment
 - 2.4.5. Stress, Distress and Eustress
 - 2.4.6. Conflicts and Tensions
 - 2.4.7. Family Psychopathology
- 2.5. Place in the Fraternity and Social Desirability
 - 2.5.1. Family Composition
 - 2.5.2. The Right to Have Siblings
 - 2.5.3. Twins
 - 2.5.4. The Sick Sibling
 - 2.5.5. Grandparents, Uncles and Aunties
 - 2.5.6. Other Components
- 2.6. Psychodiagnostics Objectives
 - 2.6.1. Evaluator and Evaluatee Link
 - 2.6.2. Discover What Truly Exists
 - 2.6.3. Clarify the Facts
 - 2.6.4. Explain the Scientific Facts of the State of the Subject
 - 2.6.5. Understand the Relationship Between the Individual in the Study and the Situation They Have Experienced
- 2.7. Millon's Clinical Multiaxial Inventory (MCMII-III)
 - 2.7.1. Modifying Scales: Desirability and Alteration Index
 - 2.7.2. Basic Personality Scales: 2.7.3. Schizoid, Avoidant, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-destructive
 - 2.7.4. Severe Personality Scales: Schizotypal, Borderline and Paranoid
 - 2.7.5. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, P-Trauma Stress D
 - 2.7.6. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 2.8. Assessment of Psychosocial Aspects
 - 2.8.1. CATELL's PF-5
 - 2.8.2. Agreeableness, Reasonableness, Stability, Dominance, Encouragement, Attention to Standards, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Opening to Change, Self-sufficiency, Perfectionism and Tension. It Incorporates a "Social Desirability", an "Infrequency" and an "Acquiescence" Scale to Control for Response Bias
- 2.9. Child and Adolescent Assessment System BASC
 - 2.9.1. Internalized Problems: depression, anxiety, social anxiety, somatic complaints, obsession-compulsion and post-traumatic symptomatology
 - 2.9.2. Externalized Problems: hyperactivity and impulsivity, attention problems, aggressiveness, defiant behavior, anger control problems, antisocial behavior
 - 2.9.3. Specific problems: developmental delay, eating behavior problems, learning disabilities, schizotypy, substance abuse
- 2.10. Questionnaire for the evaluation of adopters, caregivers, guardians and CUIDA mediators
 - 2.10.1. Introduction
 - 2.10.2. Questionnaire components
 - 2.10.3. Measurement system used
- 2.11. Personality Assessment Inventory PAI
 - 2.11.1. Validity Scales (Inconsistency, Infrequency, Negative Impression, Positive Impression)
 - 2.11.2. Clinical Scales (Somatic Complaints, Anxiety, Anxiety-Related Disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline Traits, Antisocial Traits, Alcohol Problems, Drug Problems)
 - 2.11.3. Scales of Consideration for Treatment (Aggression, Suicidal Thoughts, Stress, Lack of Social Support, and Refusal of Treatment)
 - 2.11.4. Two Scales of Interpersonal Relationships (Dominance and Agreeableness)
 - 2.11.5. 30 Subscales with Provide More Detailed Information
- 2.12. Study of the Story's Credibility
 - 2.12.1. CBCA System (Criteria-Based Content Analysis)
 - 2.12.2. The Statement Validity Assessment (SVA) Udo Undeutsch
 - 2.12.3. SVA = Interview + CBCA + Validity Checklist

Module 3. Social and Community Intervention

- 3.1. Social intervention
 - 3.1.1. The Historical Background of Social Intervention
 - 3.1.2. Fundamentals of Social and Community Intervention
 - 3.1.3. Areas of Action
- 3.2. Intervention Programs
 - 3.2.1. Program Objectives
 - 3.2.2. Population Characteristics
 - 3.2.3. Detecting Population Needs
 - 3.2.4. Program Design
- 3.3. Patient-directed Intervention
 - 3.3.1. Patient-centered vs. Disease-centered Intervention
 - 3.3.2. Psychological Approach to Chronicity
 - 3.3.3. Patient-centered Program Design
 - 3.3.4. Intervention in Chronic Patients
- 3.4. Psychosocial Intervention in Situations of Poverty
 - 3.4.1. Factors that Determine the Risk of Exclusion
 - 3.4.2. Risk Groups and Characteristics
 - 3.4.3. Intervention with Minors at Risk of Exclusion
 - 3.4.4. Psychological Effects of Exclusion
- 3.5. Intervention in Political Violence
 - 3.5.1. Political and Gender Violence
 - 3.5.2. Protocol for Dealing with Political Violence
 - 3.5.3. Psychological Impact of Political Violence
 - 3.5.4. Intervention Design and Characteristics
- 3.6. Program Implementation
 - 3.6.1. The Need to Consider the Design
 - 3.6.2. Types of Programs Based on Population
 - 3.6.3. Mandatory Program Features
 - 3.6.4. Program Implementation Methods
- 3.7. Implementing a Drug Program
 - 3.7.1. Psychology and Addictive Behavior
 - 3.7.2. Risk Factors in Addictive Behavior
 - 3.7.3. Programs with Drug Addicts

- 3.8. Cases of Vulnerability
 - 3.8.1. Determination of Psychosocial Vulnerability
 - 3.8.2. Psychosocial Risk and Vulnerability
 - 3.8.3. Programs Aimed at the Vulnerable Population
 - 3.8.4. Risk, Coping, Resilience, Stress and Attachment
 - 3.8.5. Psychosocial Support in Times of Crisis
- 3.9. Program Evaluation
 - 3.9.1. Program Types
 - 3.9.2. Standards and Evaluation Criteria (is vs. should be)
 - 3.9.3. Monitoring Evaluation Programs
 - 3.9.4. Measuring Impacts
- 3.10. Programs with Immigrants
 - 3.10.1. The Migratory Phenomenon in the 21st Century
 - 3.10.2. Causes for Migration (Economic, Physical and Psychological)
 - 3.10.3. Features of Immigrant Programs
 - 3.10.4. Intervention with Immigrants

Module 4. Ethics and Deontology

- 4.1. The Importance of Ethics and Professional Deontology
 - 4.1.1. The Need to Study the Ethical and Bioethical Principles of Psychology
 - 4.1.2. Professional Ethics in Psychology, the Great Absentee
 - 4.1.3. Ethics and Deontology in Different Areas
- 4.2. A Journey Through History: from Philosophy to Professional Deontology
 - 4.2.1. The Philosophical Principles of Ethics. Ethics and morals
 - 4.2.2. Ethics, Bioethics and Psychoethics
 - 4.2.3. The Emergence of Professional Ethics
- 4.3. Developing Ethical Codes
 - 4.3.1. Towards European Integration: Ethics of the European Federation of Psychologists Association (EFPA). The Meta-code of Ethics
- 4.4. Professional Ethics in the Different Areas of Psychology
 - 4.4.1. Ethical Aspects of Clinical Psychology
 - 4.4.2. Ethical Aspects of Forensic Psychology
 - 4.4.3. Ethical Aspects of Educational Psychology
 - 4.4.4. Ethical Aspects of Work Psychology



- 4.5. Professional Ethics in Scientific Research in Clinical Psychology
 - 4.5.1. Introduction
 - 4.5.2. Ethical Aspects of Clinical Research in Psychology: Skills
 - 4.5.3. Research Ethics Committees
 - 4.5.4. Conclusions
- 4.6. Risk-Benefit Balance
 - 4.6.1. Informed Consent
 - 4.6.2. Confidentiality
 - 4.6.3. Ethical Aspects of Research in Psychology Publication
- 4.7. Professional Secrecy and Informed Consent
 - 4.7.1. Introduction
 - 4.7.2. Professional Secrecy and Informed Consent
 - 4.7.3. Conclusions
- 4.8. Malpractice Liability
 - 4.8.1. The Functions of Ethics Committees and Disciplinary Regimes
 - 4.8.2. Types of Offence and Penalties
 - 4.8.3. Conclusions
- 4.9. Advances in Psychology and Technology. Ethical Considerations
 - 4.9.1. Advances in Psychology and Technology
 - 4.9.2. Ethical Considerations
 - 4.9.3. Conclusions
- 4.10. Training, Critical Reflection and Supervision for the Improvement of Psychological Practice
 - 4.10.1. Introduction
 - 4.10.2. Ethics Training Programs
 - 4.10.3. Conclusions

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.



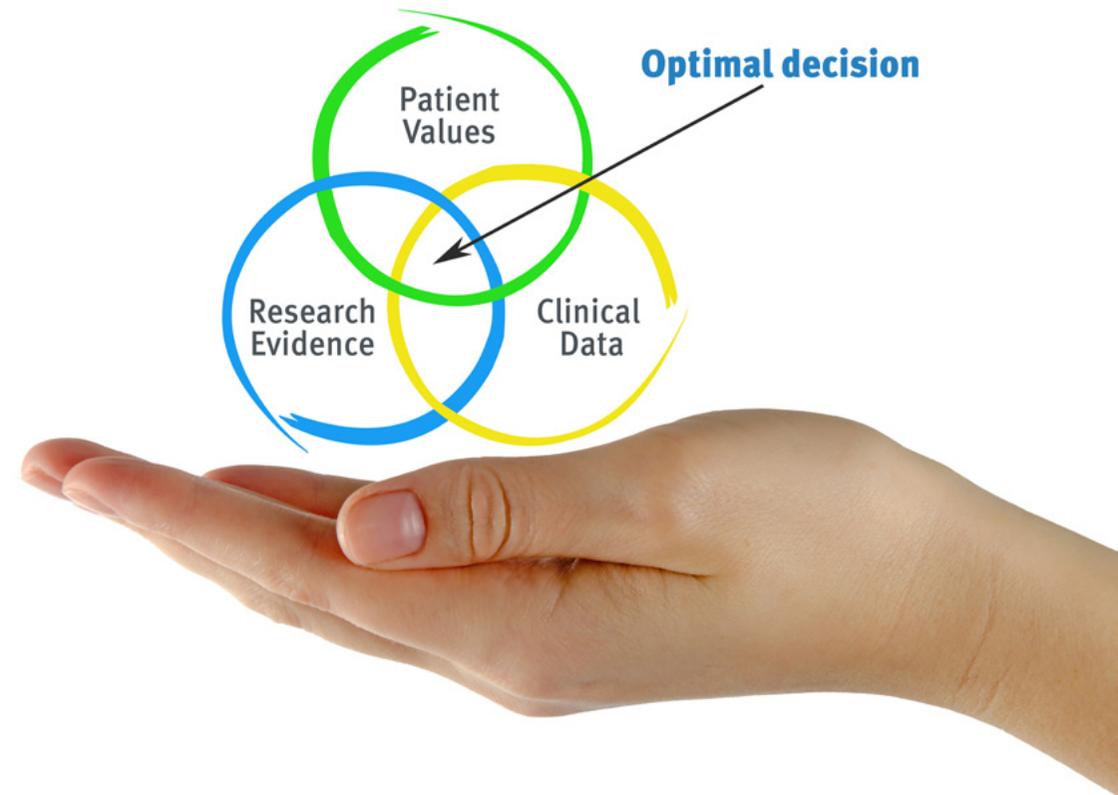
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”

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.

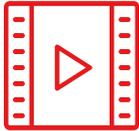
Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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

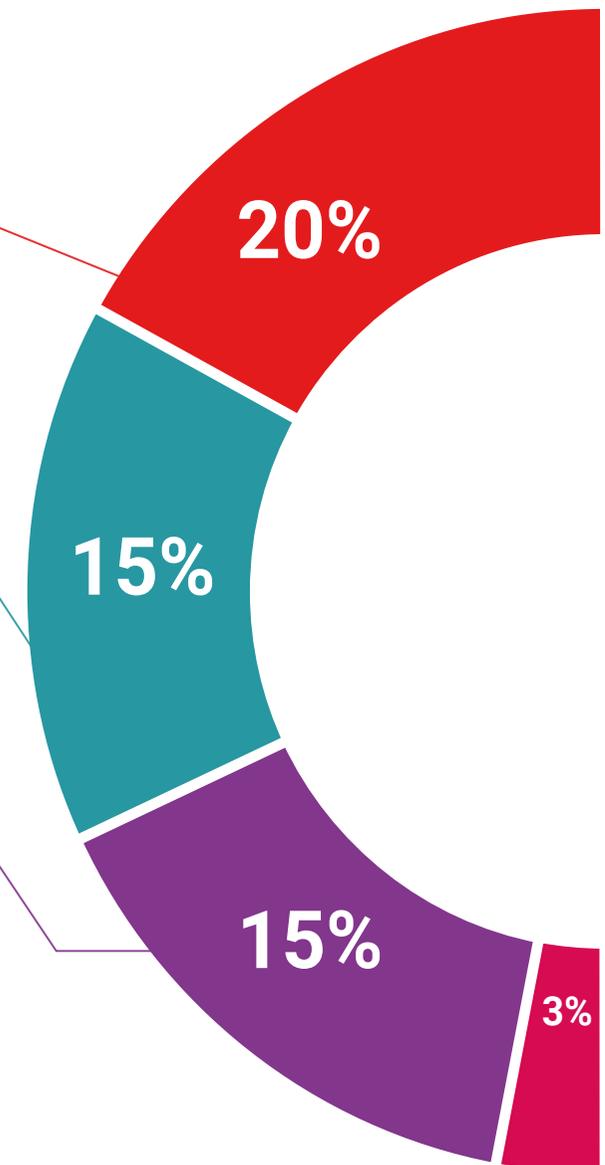
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

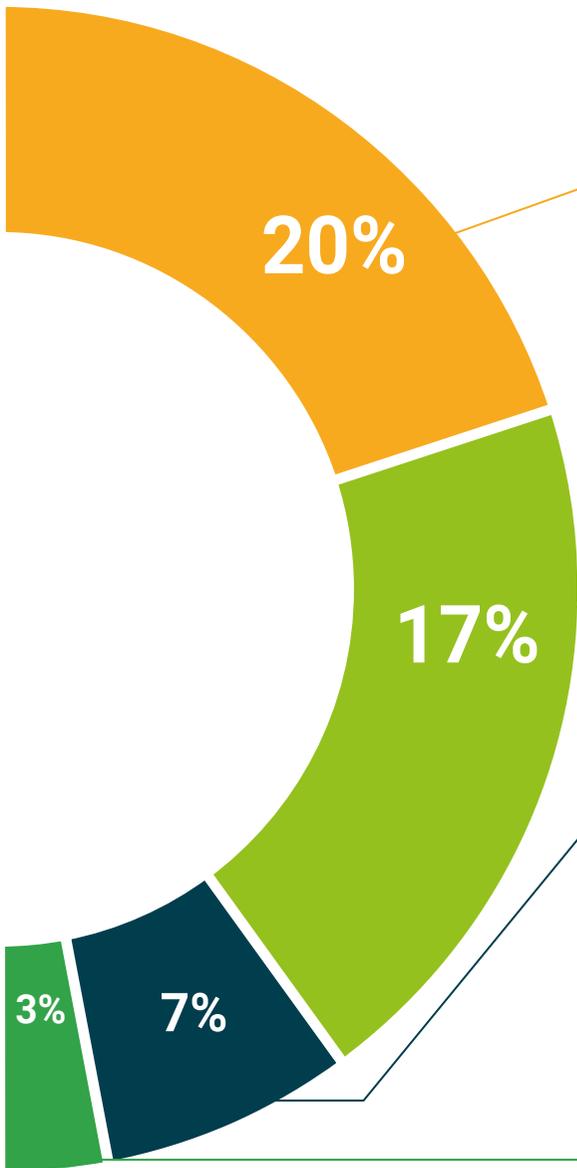
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Family and Community Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



The image features two black graduation caps (mortarboards) against a bright blue sky with light, wispy clouds. The caps are positioned diagonally, with one in the foreground on the left and another slightly behind it to the right. The background is split into two main color sections: a white section at the bottom and a magenta section at the top right. The text is located in the white section.

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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 **Postgraduate Diploma in Family and Community Intervention** 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: **Postgraduate Diploma in Family and Community Intervention**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



*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.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development language
virtual classroom



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