

# Postgraduate Diploma

Identifying the Educational Needs of High-Capacity Individuals





## Postgraduate Diploma

### Identifying the Educational Needs of High-Capacity Individuals

- » 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-identifying-educational-needs-high-capacity-individuals](http://www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-identifying-educational-needs-high-capacity-individuals)

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# 01

# Introduction

Recognizing the specific needs of high-capacity patients is not a simple task , and requires psychologists to acquire a series of basic competencies that will allow them to carry out their medical work successfully. With this specialized educational program in Identifying the Educational Needs of High-Capacity Individuals, you will take your professional career to the next level, as they will be able to put into practice the necessary activities for the development of Students with these characteristics. Graduates will receive instruction from the best professionals in the sector, who will help them to know in depth everything that High-Capacity Individuals imply in the learning process, as well as the personalized treatment to achieve optimal results in their development.





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*With this qualification you will find the necessary tools to diagnose the needs of patients with High Capacities in a successful way, expanding your competences as a Psychology professional"*

the learning process in children and adolescents is very important, especially in those who present specific educational needs due to their High Capacities. Their recommendations will contribute satisfactorily in their development, so that once diagnosed, both individual and collective projects will be implemented to enhance their skills, marking a before and after in the lives of patients.

This Postgraduate Diploma provides knowledge on analysis for the identification of the needs of patients with High Capacities. In this way, specialists will approach giftedness from a different perspective and will acquire the necessary skills to provide effective care. They will understand the peculiarities of the adolescent brain and the mechanisms of reward, self-control and motivation, and will be able to differentiate between manifestations or symptoms that could be related to high capacity and symptoms that could be related to the presence of disorders.

A complete educational plan that will bring you up to date with the most innovative methodologies to respond to the educational and emotional needs of children with this profile, making you a psychologist with a broadened view of new diagnoses and therapeutics, being an expert in Neuropsychology of High Capacity Individuals.

This will be possible in only 6 months thanks to TECH's methodology, which bases its programs on the most advanced and the most efficient learning systems, offering a syllabus that provides high rates of results. An intensive work that will be done 100% online, which makes it perfectly compatible with other day-to-day occupations. A high-level step that will become a route to improvement, not only on a professional level but also on a personal level.

**This Postgraduate Diploma in Identifying the Educational Needs of High-Capacity Individuals** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Case studies presented by experts in High-Capacity Individuals and Inclusive Education
- ♦ Graphic, schematic, and practical contents which 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



*With this program you will identify the educational needs of children and adolescents with High Capacities, evolving in your profession as a psychologist"*

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*TECH puts in your hand the most complete and up to date teaching contents in the market”*

The program includes in its teaching staff a team of professionals from the sector who bring to this training the experience of their work, in addition to recognized specialists from prestigious reference societies and 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 immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional 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 and experienced experts.

*Know the different possibilities of personalized, adaptive or inclusive detection.*

*With TECH a new educational model is possible.*



# 02

# Objectives

This program is aimed at psychologists who wish to learn how to manage the needs of high-capacity individuals and to know the most advanced techniques to enhance their abilities with higher success rates.

For this purpose, This program contains a series of educational tools that will allow you to acquire the necessary knowledge to develop in this field, , knowing all the details of the profession. Only with adequate preparation, the student will be able to carry out the objectives set in a satisfactory manner.



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*You will delve into the neuropsychological bases of high-capacity individuals in terms of differential cognitive functioning”*



## General Objectives

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- ♦ Train participants to recognize and initiate the detection of children who present characteristics compatible with the high-capacity spectrum
- ♦ Introduce the main characteristics of high-capacity individuals, as well as to the pedagogical, scientific and legal framework in which this reality is framed
- ♦ Show the main assessment tools, as well as the criteria to complete the process of identifying the specific educational needs required for high-capacity individuals
- ♦ Enable students to use techniques and strategies for educational intervention, as well as guide the response in different extracurricular areas
- ♦ Develop the capacity to elaborate specific adaptations, as well as collaborate in or promote integral programs within educational projects and attention plans for diversity at the center
- ♦ Value the multidimensionality of high capacities and the need for multiprofessional interventions with flexible and adaptive methodologies from an inclusive perspective
- ♦ Consolidate innovation and the application of new technologies as a central and useful element in the educational process
- ♦ Awaken in students the necessary sensitivity and initiative to become the driving the necessary paradigmatic change that will make an inclusive educational system possible





## Specific Objectives

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### Module 1. Definition and Classification of High-Capacity Individuals

- ♦ Differentiate between special and specific educational needs
- ♦ Understand the criteria of maximum normality behind inclusive education
- ♦ Know how attention to diversity is vertically structured throughout the educational stages
- ♦ Understand the structure of the educational system and how educational projects and plans are developed
- ♦ Understand the bases of the organization of the curriculum at the center and classroom level
- ♦ Know the different possibilities of classroom organization within the framework of personalized, adaptive or inclusive attention
- ♦ Understand the functioning and expertise of educational guidance teams and their role in the attention to diversity and high-capacity individuals
- ♦ Analyze the historical background of High Capacities.

### **Module 2. Identification of High-Capacity Individuals**

- ♦ Describe the evolution of the concept of intelligence through different models and theories
- ♦ Critically analyze the definitions of intelligence that have emerged throughout history
- ♦ Justify the current definitions of human intelligence
- ♦ Know the current definitions of high-capacity individuals
- ♦ Critically analyze the actions of the different educational administrations in a-capacity individuals
- ♦ Know the differential cortical development of high-capacity individuals both at a structural and functional level
- ♦ Analyze the differential diagnosis model as a basis for any type of intervention

### **Module 3. Neuropsychology of High-Capacity Individuals**

- ♦ Demonstrate the importance of emotions in the learning process
- ♦ Describe the advantages of play and motor activity in the learning process
- ♦ Organize small educational practices based on neuropedagogical evidence in order to determine their incidence
- ♦ Apply cognitive strategies to one's own learning process, as well as in teaching
- ♦ Understand the peculiarities of the adolescent brain and the mechanisms of reward, self-control and motivation
- ♦ Differentiate The neuromyths applied in education from educational practices based on neuroeducational postulates
- ♦ Understand divergent thinking and creativity as a differential trait
- ♦ Review case studies in which specific educational needs derived from high capacity are addressed
- ♦ Identify successful educational responses based on the analysis of cases of specific educational needs
- ♦ Learn about the intervention focused on the improvement of self-esteem and self-knowledge of the individual
- ♦ Analyze problem solving strategies and their application with high-capacity students
- ♦ Learn the dimensions of learning and its planning focused on individual treatment
- ♦ Analyze gnostic, mnesic and attentional mechanisms and proposals for educational practice



#### Module 4. Clinical Aspects and Educational Needs of High-Capacity Individuals

- ◆ Describe the non-pathological clinical aspects of high-capacity individuals
- ◆ Critique reference manuals and their applicability to in the area of high-capacity individuals
- ◆ Know the biological, psychological and social foundations of clinical models
- ◆ Analyze the different types of dyssynchrony that accompany high-capacity individuals
- ◆ Compare from a clinical-educational point of view internal dyssynchrony with external dyssynchrony
- ◆ Interpret the presence of the Pygmalion effect in the classroom both positive and negative
- ◆ Anticipate the potential for identity difusion syndrome in adolescents
- ◆ Understand overexcitability and its probable incidence in high-capacity individuals
- ◆ Differentiate between the various types of overexcitability and their manifestations



*This educational program is especially designed for those professionals who wish to expand their knowledge and keep abreast of the latest evidence in the field"*

# 03

# Course Management

TECH in its premise to offer the best qualification has brought together a group of top professionals who have designed the most complete contents so that the student can understand the complexities and generalities of the Educational Needs in Patients with High Capacities. In this way, the Postgraduate Diploma includes in its teaching staff reference specialists in the field, who have poured into the teaching load the experience of their work. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.



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*The most specialized teachers in detecting the Educational Needs of children and adolescents with High Capacities lead this Postgraduate Diploma"*

## Management



### Dr. Medina Cañada, Carmen Gloria

- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ♦ Psychologist and Speech Therapist at the Asperger's Association of the Canary Islands (ASPERCAN)
- ♦ Psychologist and Speech Therapist at Yoyi
- ♦ Psychologist and Speech therapist at the Centro de Estudios Audiológicos y Logopedia (Center for Audiology and Speech Therapy Studies)
- ♦ Psychologist of minors in the Psychological Orientation Area at ANSITE
- ♦ Bachelor's PhD in Pedagogy, University of La Laguna
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Degree in Primary Education from La Laguna University

## Professors

### Mr. Hernández Calvín, Francisco Javier

- ♦ Manager of Neurosynchrony (Alicante)
- ♦ Judicial Expert at the Valencia Community International Institute of High Capacities
- ♦ Degree in Psychopedagogy from ULPGC
- ♦ Postgraduate certificate in Primary Education from the Autonomous University of Gran Canaria (ULPGC)
- ♦ Professional Master's Degree in High Abilities by CEU Cardenal Herrera University

### Ms. Herrera Franquis, María del Carmen

- ♦ Director of the Canary Islands Psychological Center
- ♦ Director of the Canary Islands Institute of High-Capacity Individuals in Tenerife
- ♦ Teacher in university studies and of Postgraduate
- ♦ Degree in Psychology
- ♦ Expert in the Psychological Approach to Personality Disorders in Childhood and Adolescence
- ♦ Member of: National Network of Psychologists for the Psychological Attention to Victims of Terrorism of the Ministry of the Interior

**D. Gris Ramos, Alejandro**

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Club de Talentos
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of the PI Study Center
- ♦ Director of the Web Applications Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain
- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning , Tech Education
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master' s Degree in E-Commerce
- ♦ Specialist in the latest technologies applied to teaching, digital marketing, web application development and Internet business

**Ms. Jiménez Romero, Maria Yolanda**

- ♦ Pedagogical advisor and external educational collaborator
- ♦ Academic Coordinator Online University in Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Content at the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Educational psychologist from the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Máster en Inteligencia Emocional Especialista en Practitioner PNL

**Mr. Hernández Felipe, Eduardo**

- ♦ Psychologist Expert in High Abilities and Social Intervention
- ♦ Psychologist Responsible for an Immediate Care Center
- ♦ Child and Adolescent Psychologist at DUO Center
- ♦ Psychologist at The Catholic Worker Farm
- ♦ Collaborator in the the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ♦ Degree in Psychology from the University of La Laguna
- ♦ Master's Degree in Family Intervention from the University of Gran Canaria
- ♦ Master's Degree in General Health Psychology from the University of Valencia
- ♦ Master's Degree in High Abilities and Inclusive Education

**Dr. Peguero Álvarez, María Isabel**

- ♦ Specialist in Family Medicine and Pharmacy, Extremeño Service of Health.
- ♦ Family Physician with functions in Pediatrics in Primary Care.
- ♦ Coordinator of the Primary Care team in the Extremadura Health Service
- ♦ Author of several publications related to high capacities and of the Guía Práctica Clínica en Atención Primaria (Clinical Practice Guide in Primary Care)
- ♦ Participation in various forums, congresses and conferences related to high capacities

**Ms. Pérez Santana, Lirian Ivana**

- ♦ Psychologist Specialized in High Intellectual Capacities
- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities)
- ♦ Guidance Counselor at IES Vega de San Mateo
- ♦ Guidance counselor at CPEIPS Nuestra Señora de las Nieves
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ International Master's Degree in Forensic Psychology from the Spanish Association of Behavioral Psychology

**Ms. Rodríguez Ventura, María Isabel**

- ♦ Director, Coordinator and Therapist at Gabinete Pedagógico Lanzarote SL
- ♦ Coordinator, Therapist and Head Pedagogue at Asociación Creciendo Yaiza
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Master's Degree in Intervention in Learning Difficulties from University ISEP
- ♦ Member of : the Instituto Canario de Altas Capacidades (Canary Institute of High-Capacity Individuals) Lanzarote delegation





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*A unique, key, and decisive experience to boost your professional development”*

# 04

## Structure and Content

This program has the highest quality contents in the sector, which have been designed by professionals of the highest level with the objective of ensuring that students learn to detect the needs of high-capacity individuals and to work with them to positively influence their lives. In this way, in a 100% online way, you will be up to date in a fast and comfortable way, since with only a device with an internet connection you will be able to enjoy the most up to date content. There will be 6 months of intensive study that you will organize at your own pace, without pre-set schedules or attending to a classroom.





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*This qualification will ensure you the best theoretical and practical content and you will be able to maximize your job opportunities”*

## Module 1. Definition and Classification of High-Capacity Individuals

- 1.1. Definitions of High-Capacity Individuals
  - 1.1.1. What do we mean by High Intellectual Capacities?
  - 1.1.2. Models to differentiate High Capacity Individuals
  - 1.1.3. Definition of High Capacities: principles to take into account
  - 1.1.4. Variables that intervene in the identification of High Capacity Individuals
  - 1.1.5. Risk factor of the High Capacity Individuals
  - 1.1.6. Defining the diversity of High Capacities: profiles of High Intellectual Capacity Individuals
- 1.2. Spectrum of High-Capacity Individuals
  - 1.2.1. Differential Evolutionary Profiles
  - 1.2.2. Qualitative Cut-off Points
  - 1.2.3. East of the Gaussian Bell
  - 1.2.4. Crystallization of Intelligence
- 1.3. Intellectual Precociousness
  - 1.3.1. Intellectual Precociousness Characteristics
  - 1.3.2. Annotated Real Case Studies
- 1.4. Simple Talent
  - 1.4.1. Simple Talent Characteristics
  - 1.4.2. Verbal Talent
  - 1.4.3. Mathematical Talent
  - 1.4.4. Social Talent
  - 1.4.5. Motor Talent
  - 1.4.6. Musical Talent
  - 1.4.7. Real Case Studies of the Different Talents
- 1.5. Compound Talent
  - 1.5.1. Academic Talent
  - 1.5.2. Artistic Talent
  - 1.5.3. Real Case Studies of Compound Talents
- 1.6. Giftedness
  - 1.6.1. Differential Diagnosis



- 1.7. Characteristics of Giftedness
  - 1.7.1. Gender and Evolutionary Variables
  - 1.7.2. Giftedness Clinic
  - 1.7.3. Double Exceptionality
- 1.8. Giftedness Clinic
  - 1.8.1. Introduction to Desynchronies
  - 1.8.2. Other disorders and comorbidities
- 1.9. Cognitive Learning Styles
  - 1.9.1. Learning Styles
  - 1.9.2. Brain quadrant model
  - 1.9.3. Silverman's dimensional model
  - 1.9.4. Experience-based learning model
  - 1.9.5. Neurolinguistic Programming Model
  - 1.9.6. Cognitive Learning Styles
  - 1.9.7. Questionnaires and instruments for their assessment
  - 1.9.8. Implications in Educational Practice

## Module 2. Identification of High-Capacity Individuals

- 2.1. Group and Individual Detection: Tools
  - 2.1.1. Legislative section
  - 2.1.2. Historical Approach
  - 2.1.3. Individual and group detection of High Capacities
  - 2.1.4. Tools for the Individual and group detection of High Capacities
- 2.2. Psychopedagogical Evaluation Models
  - 2.2.1. Psychopedagogical Evaluation Principles
  - 2.2.2. Measurement Validity and Reliability
- 2.3. Psychometric Assessment Tools
  - 2.3.1. Cognitive Aspects
  - 2.3.2. Performance and Aptitude Tests
  - 2.3.3. Complementary Tests

- 2.4. Qualitative Assessment Tools
  - 2.4.1. Personality Tests
  - 2.4.2. Motivation Tests
  - 2.4.3. Behavior Tests
  - 2.4.4. Self-concept Tests
  - 2.4.5. Adaptation and Socialization Tests
  - 2.4.6. Projective Tests
- 2.5. Multidisciplinary Assessment and Clinical Diagnosis
  - 2.5.1. Educator and Teacher Contributions
  - 2.5.2. Specialist Psycho-pedagogue Contributions
  - 2.5.3. Clinician and Physician Contributions
  - 2.5.4. Asynchronous Neurodevelopment
- 2.6. Comorbidities
  - 2.6.1. Asperger's Syndrome
  - 2.6.2. Double Exceptionality
  - 2.6.3. Attention Deficit Disorder with or without Hyperactivity
  - 2.6.4. Personality Disorders
  - 2.6.5. Eating Disorders
  - 2.6.6. Learning Difficulties
- 2.7. Personal Treatment
  - 2.7.1. Trauma Intervention
  - 2.7.2. Educational measures for High Capacity students
  - 2.7.3. Principles and guidelines to be taken into account by the teachers
  - 2.7.4. Tutorial Action
  - 2.7.5. Supervision and assessment of the measures carried out
- 2.8. Response to the family's demand
  - 2.8.1. The family as a socializing agent
  - 2.8.2. High Capacities and main characteristics of this type of students.
  - 2.8.3. Role of Parents
  - 2.8.4. Family models and their influence on the development of High Capacities
  - 2.8.5. Main concerns of family members
  - 2.8.6. Myths and Reality about High Capacities
  - 2.8.7. Strategy for families

- 2.9. Guidelines for Educational Response
  - 2.9.1. Big changes at the school
  - 2.9.2. Educational Response

### Module 3. Neuropsychology of High-Capacity Individuals

- 3.1. Introduction to Neuropsychology
  - 3.1.1. Introduction to Neuropsychology
  - 3.1.2. Brain Development
  - 3.1.3. The Development of Intelligence
  - 3.1.4. The Flynn Effect.
- 3.2. Crystalization of High-Capacity Individuals
  - 3.2.1. Introduction to Differences in HC C:
  - 3.2.2. HC skull size hypothesis C:
  - 3.2.3. HC Hypothesis of process differentiation C:
  - 3.2.4. HC Hypothesis of neuronal hyperconnectivity C:
  - 3.2.5. HC Neuronal Inhibition C:
  - 3.2.6. HC Neuronal Plasticity C:
- 3.3. Differential Cognitive Functioning
  - 3.3.1. Cognitive differences in HC C:
  - 3.3.2. Positive decay theory
  - 3.3.3. Resource management optimization
  - 3.3.4. The over-optimized cognitive process in H C:
  - 3.3.5. Cognitive differences in Early Childhood
- 3.4. Metacognitive Regulation
  - 3.4.1. Defining Metacognition
  - 3.4.2. Development of Metacognition
  - 3.4.3. The Relation between Metacognition. and Intelligence
  - 3.4.4. Metacognition training

- 3.5. Endophenotypes or Neurobiological Markers
  - 3.5.1. The origin of H C:
  - 3.5.2. Endephenotypes and H C:
  - 3.5.3. Inheritability of H C:
  - 3.5.4. neurobiological markers of H C:
  - 3.5.5. Endophenotypes vs. neurobiological markers of H C:
- 3.6. Contributions to Clinical Diagnosis
  - 3.6.1. Psychological problems and H C:
  - 3.6.2. H C and ADHD
  - 3.6.3. H C and Learning Disorders
  - 3.6.3. H High-Capacities and Oppositional Defiant Disorder
  - 3.6.4. H HC and ASD
- 3.7. Plasticity and Brain Development
  - 3.7.1. Neuronal Plasticity Introduction
  - 3.7.2. The Role of Neurogenesis
  - 3.7.3. Fragility of the Neuronal Plasticity
  - 3.7.4. Brain development in High-Capacity Individuals C:
- 3.8. Cognitive Processing and Learning
  - 3.8.1. Cognitive processes in High-Capacity Individuals C:
  - 3.8.2. Feelings in High-Capacity Individuals C:
  - 3.8.3. Perception in High-Capacity Individuals C:
  - 3.8.4. Attention in High-Capacity Individuals C:
  - 3.8.5. Memories in High-Capacity Individuals C:
  - 3.8.6. Emotion in High-Capacity Individuals C:
  - 3.8.7. Learning in High-Capacity Individuals C:
  - 3.8.8. The P.A.S.S. theory
  - 3.8.9. Motivation in High-Capacity Individuals C:
  - 3.8.10. The MEPS Model
- 3.9. Different Minds, Different Learning Experiences.
  - 3.9.1. Approximation to Differences in H C:
  - 3.9.2. Approximation to H C from talents
  - 3.9.3. Facilitating factors of H C:
  - 3.9.4. Environment and High-Capacity Individuals
  - 3.9.5. Characteristics of Students with H C:

- 3.10. Brain Functioning: Classroom Strategies
  - 3.10.1. High- Capacity Individuals in Classroom
  - 3.10.2. Neuroeducation and High-Capacity Individuals
  - 3.10.3. School adaptations for High-Capacity Individuals

#### Module 4. Clinical Aspects and Educational Needs of High-Capacity Individuals

- 4.1. Clinical aspects, non-pathological
  - 4.1.1. Criteria in Manual for Reference:
  - 4.1.2. Multiprofessional teams
- 4.2. The Biopsychosocial Model
  - 4.2.1. Biological Fundamentals
  - 4.2.2. Psychological Fundamentals
  - 4.2.3. Social Fundamentals
- 4.3. Clinical Manifestations of High-Capacity Individuals
  - 4.3.1. Internal Dyssynchrony
  - 4.3.2. External Dyssynchrony
  - 4.3.3. Negative Pygmalion Effect
  - 4.3.4. Identity Diffusion Syndrome
  - 4.3.5. Overexcitabilities
  - 4.3.6. Cognitive and Creative Functions
- 4.4. Clinical Features and Explanation on the Basis of High-Capacity Individuals
  - 4.4.1. Most Frequent Symptoms
  - 4.4.2. Explanation based on High Capacity Individuals
  - 4.4.3. Most Frequent Diagnostic Confusions
- 4.5. Needs derived from self-knowledge and cognitive profile
  - 4.5.1. I Know What I Am Like
  - 4.5.2. I Know How I Behave
  - 4.5.3. Homogeneity vs. Heterogeneity
  - 4.5.4. Capacity and Performance
- 4.6. Needs derived from the teaching-learning process
  - 4.6.1. Defined Style
  - 4.6.2. Undefined Style
  - 4.6.3. Transmitting Information
  - 4.6.4. Methodological Flexibility
- 4.7. Personality and Emotional Needs
  - 4.7.1. Personality Profiles
  - 4.7.2. External Points
- 4.8. Motivation and Emotional Needs
  - 4.8.1. Affective Problems
  - 4.8.2. Hypomotivation
- 4.9. Interaction Needs
  - 4.9.1. Peer Relationships
  - 4.9.2. Other Group Relationships



*With TECH a new tool for professional development has arrived"*

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# 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.



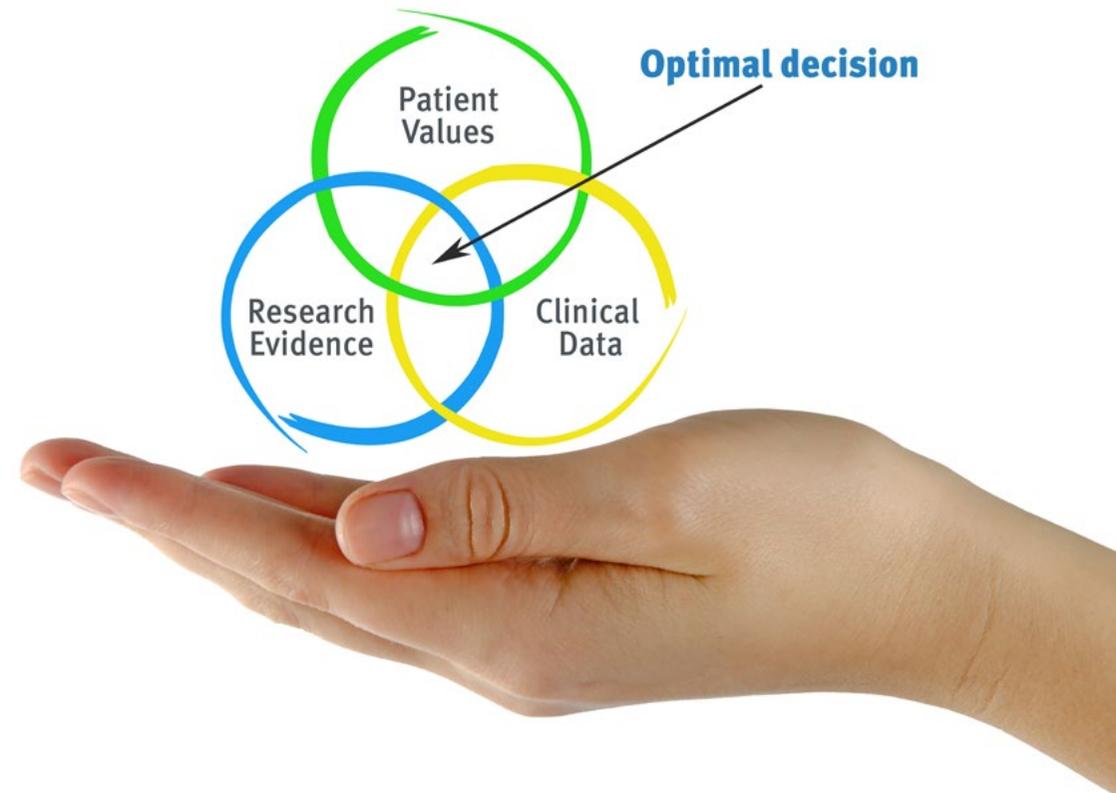
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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.*



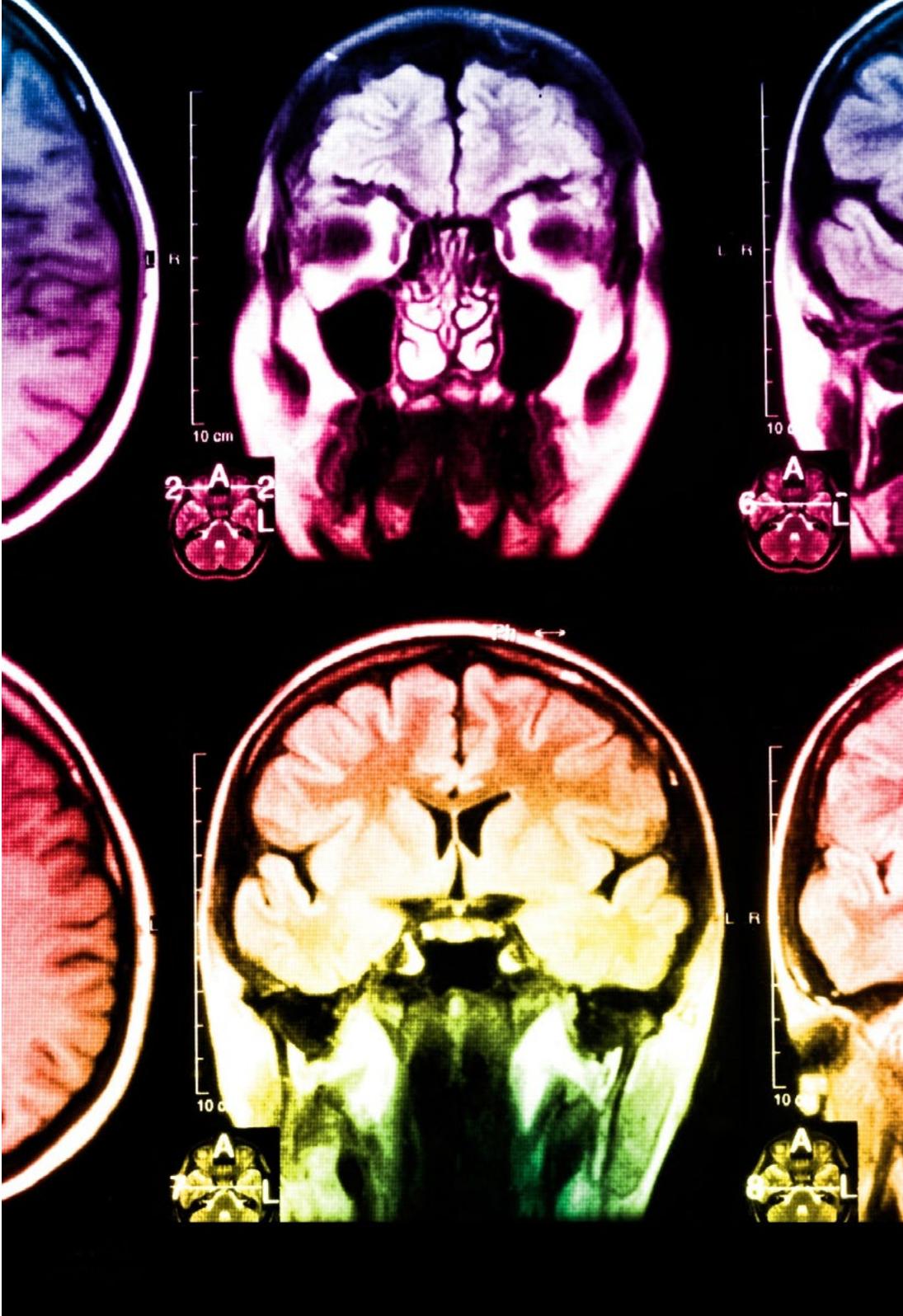
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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

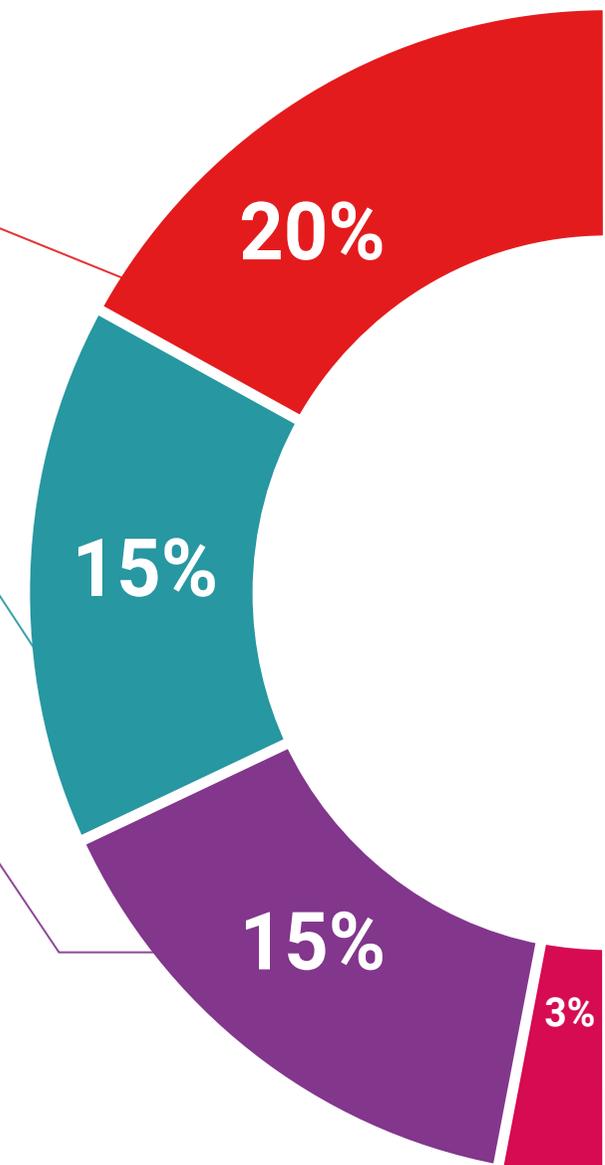
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

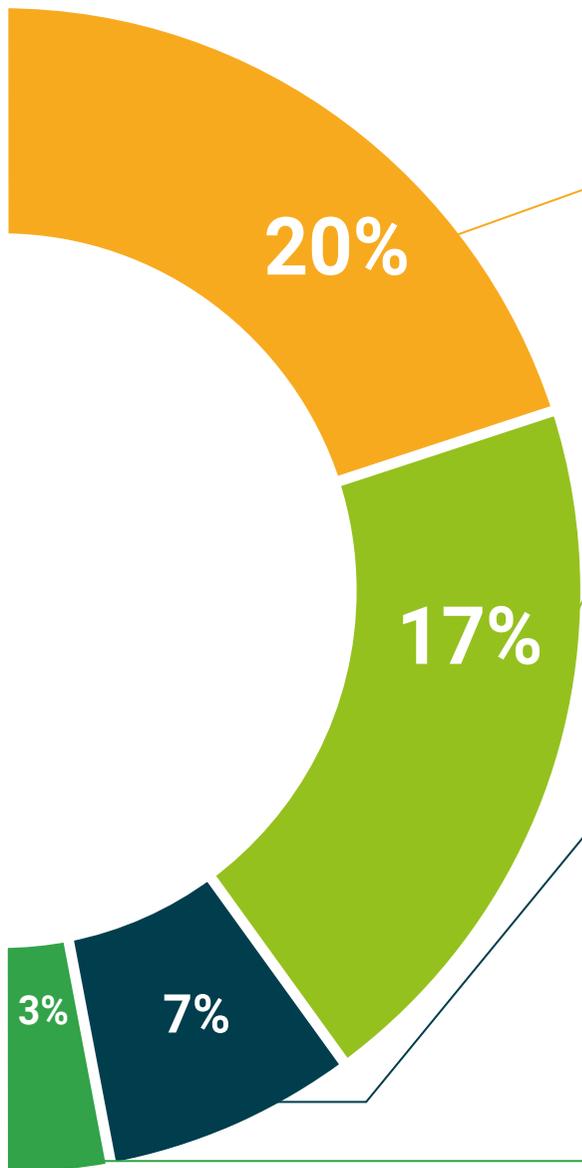
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### 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.



06

# Certificate

This Postgraduate Diploma in Identifying the Educational Needs of High-Capacity Individuals guarantees students, in addition to the most accurate and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



“

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

This program will allow you to obtain your **Postgraduate Diploma in Identifying the Educational Needs of High-Capacity Individuals**, 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.

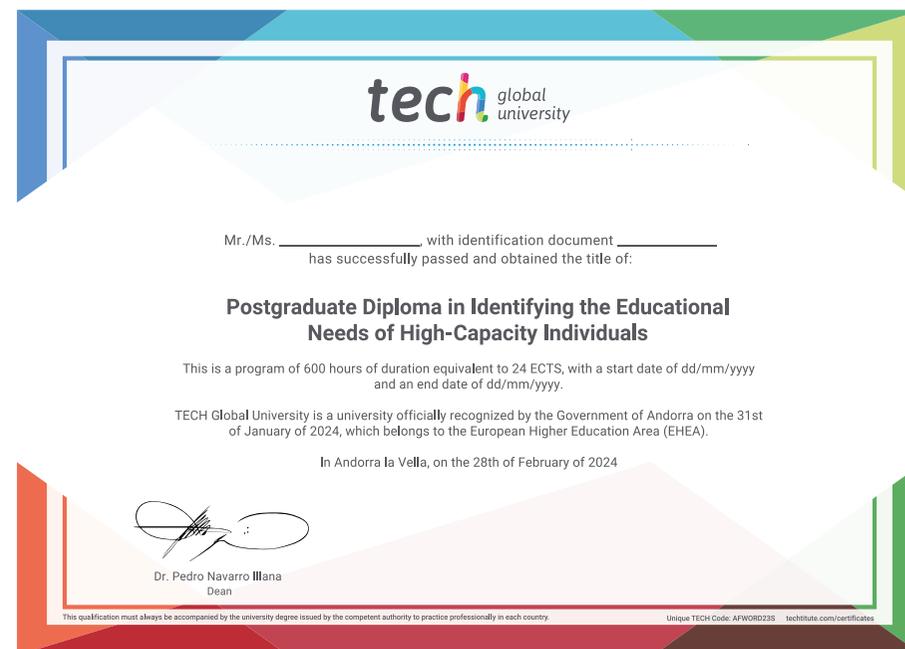
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Identifying the Educational Needs of High-Capacity Individuals**

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.



## Postgraduate Diploma

Identifying the Educational Needs  
of High-Capacity Individuals

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

# Postgraduate Diploma

Identifying the Educational Needs of  
High-Capacity Individuals

