

Postgraduate Diploma Psychopedagogical Intervention in Family Settings





Postgraduate Diploma Psychopedagogical Intervention in Family Settings

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

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

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 22

06

Certificate

p. 30

01

Introduction

Children and young people spend most of their time at home and school, which means they must be coordinated and committed in order to ensure an optimal education. In this sense, psychopedagogical professionals function as a link between both institutions, ensuring the effective development of student in both settings. This course intends to meet this need by providing professionals with the most effective intervention techniques, based on the latest research and studies. Future graduates will learn to work on the basis of contrasted models that will ensure first-rate guidance. All this is offered 100% online without fixed schedules, so students can organize and balance their studies with the rest of their life.





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Enroll and work with new assessment techniques according to different contexts: classroom, school and family”

Over the years, mediation with families has become increasingly important, as education has come to be seen and understood more in terms of a coordinated effort among different actors. However, this cooperation does not always flow smoothly. This is usually due to the differences between the ecosystems in which the agents develop.

Sexual diversity, young people's evolving profiles or new technologies are some of the factors that generate greater conflict in family psychopedagogical intervention. Therefore, professionals must acquire techniques that allow them to deal with the complexity of current problems. This TECH program addresses the new competencies that educational psychologists must possess and master. This includes essential content such as new psychopedagogical assessment procedures and updated guidance models.

All this is offered 100% online with no fixed timetables, so the syllabus will be available once the program has started. This will allow students to take on the course load wherever, whenever and however they wish. All you need is a device with Internet access.

This **Postgraduate Diploma in Psychopedagogical Intervention in Family Settings** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ Practical case studies presented by experts in psychopedagogy in family settings
- ♦ The 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 self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Throughout the program you will discover how the stages of development have changed over the years, as well as the transition periods from one to the other”

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This Postgraduate Diploma will allow you to know how the family model is evolving and to elaborate specific action plans”

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, as well as renowned specialists from leading 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 immersive specialization programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will learn through case studies how to implement the most current work techniques with an eye on inclusivity.

TECH professors will provide you with assessment and diagnostic models based on the most recent scientific research.



02 Objectives

Those who complete this Postgraduate Diploma will work with the most current psychopedagogical intervention tools, allowing them to delve into the theories that explain human development from innovative perspectives. The program's ultimate goal is for professionals to incorporate the training into their field of action and improve the quality of their practice.



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TECH employs a practical and dynamic methodology that will allow you to implement the knowledge acquired immediately in the workplace”



General Objectives

- ◆ Acquire new competencies and skills in psychopedagogy
- ◆ Update on knowledge of school psychopedagogy
- ◆ Develop the capacity to face new situations at school
- ◆ Encourage interest in continuing professional education and training
- ◆ Know the different intervention options
- ◆ Learn new ways of dealing with special educational needs
- ◆ Create an efficient framework for evaluation, diagnosis, and guidance
- ◆ Research and innovate to respond to current demands





Specific Objectives

Module 1. Assessment, Diagnosis, and Psycho-pedagogical Orientation

- ◆ Maintain a holistic view of human development and provide the key factors to reflect on this area of knowledge
- ◆ Describe the characteristics and contributions of the different theoretical models in developmental psychology
- ◆ Become familiar with the main theories on human development Become familiar with the most relevant theoretical positions that explain changes from birth to adolescence
- ◆ Explain each developmental stage and the transition periods between them

Module 2. The Role of the Family and the Community in Inclusive Schooling

- ◆ Define the types of families that exist
- ◆ Apply techniques and strategies for intervention in diverse family settings
- ◆ Explain how to work with these families from the perspective of inclusion
- ◆ Guide families to become actively involved in their children's education
- ◆ Analyze the role played by society in terms of inclusion
- ◆ Describe the role played by families in learning communities
- ◆ Encourage students to develop their own methodology and work system

Module 3. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

- ◆ Recognize various family models to create specific dynamics that promote the well-being of every member of the family
- ◆ Appreciate psycho-pedagogical and socio-educational intervention as a necessary tool in situations where families are at psychosocial risk
- ◆ Comprehend the need for psychopedagogical intervention to promote good relations between families and schools



Enroll and update on the most innovative strategies to involve families in their children's education"

03

Course Management

A team of top-level professionals is responsible for this Postgraduate Diploma, whose main objective is to provide sound and up-to-date knowledge in the area of psychopedagogy. The professors at TECH have extensive professional experience that will allow students to raise specific questions about the reality of daily professional practice.





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TECH professors will provide you with some very useful tips to optimize the relationship between families and schools”

Management



Mr. Afonso Suárez, Álvaro

- ♦ Degree in Psychopedagogy
- ♦ Degree in Psychopedagogy, University of La Laguna
- ♦ Teacher of Educational Reinforcement for Students with Specific Educational Needs
- ♦ Technician in Social and Health Care for Dependent People in Social Institutions
- ♦ Social integration technician: Design, development and evaluation of social insertion interventions for people with severe mental illness



04

Structure and Content

TECH programs adapt to the needs of our students, providing an equal balance of theoretical and practical knowledge. Each module takes a different approach to the guidelines that favor family involvement in their children's education. To achieve this, the most innovative psychopedagogical techniques and strategies are addressed. Additionally, the content is delivered through the *Relearning methodology*, which enables learning without the need to devote an excessive number of hours to study.





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Discover different ways to implement IT in educational psychology by taking this Postgraduate Diploma”

Module 1. Assessment, Diagnosis, and Psychopedagogical Orientation

- 1.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
 - 1.1.1. Concept and Functions of Educational Diagnosis. Qualities of the Diagnostician
 - 1.1.1.1. Concept of Educational Diagnosis
 - 1.1.1.2. Functions of Educational Diagnosis
 - 1.1.1.3. Qualities of the Diagnostician
 - 1.1.2. Dimensions, Scopes, and Areas of Action
 - 1.1.2.1. Dimensions in Psychopedagogical Intervention
 - 1.1.2.2. Spheres and Areas of Intervention
- 1.2. Psychopedagogical Evaluation: Function and Nature
 - 1.2.1. Concept, Purpose, and Context
 - 1.2.1.1. Concept of Psychopedagogical Assessment
 - 1.2.1.2. Purpose of the Psychopedagogical Assessment
 - 1.2.1.3. Context of the Evaluation
 - 1.2.2. Psychopedagogical Evaluation Procedure. Evaluation in the School and Family Context
 - 1.2.2.1. Psychopedagogical Evaluation Procedure
 - 1.2.2.2. Evaluation in the School Context
 - 1.2.2.3. Evaluation in the Family Context
- 1.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
 - 1.3.1. The Diagnostic Process and Stages
 - 1.3.1.1. Diagnostic Processes
 - 1.3.1.2. Stages
- 1.4. Psychopedagogical Evaluation Process according to the Different Spheres of Action
 - 1.4.1. Evaluation as a Process
 - 1.4.2. Spheres of Action and Areas of Intervention and Evaluation in the School and Family Context
 - 1.4.2.1. Scope and Spheres of Action
 - 1.4.2.2. Evaluation Process at School
 - 1.4.2.3. Evaluation Process in Family Settings
- 1.5. Design and Phases in the Psychopedagogical Evaluation
 - 1.5.1. Psychopedagogical Evaluation Procedure and Phases
 - 1.5.1.1. Psychopedagogical Evaluation Procedure
 - 1.5.1.2. Psychopedagogical Evaluation Phases
- 1.6. Psychopedagogical Evaluation Techniques and Tools
 - 1.6.1. Qualitative and Quantitative Evaluation Techniques and Tools
 - 1.6.1.1. Qualitative Assessment Techniques and Tools
 - 1.6.1.2. Quantitative Evaluation Techniques and Tools
- 1.7. Psychopedagogical Evaluation at School
 - 1.7.1. Evaluation in Classroom, School and Family Settings
 - 1.7.1.1. Evaluation in the Classroom
 - 1.7.1.2. Evaluation at School
 - 1.7.1.3. Evaluation in Family Settings
- 1.8. Returning Information and Follow-up
 - 1.8.1. Returning Information and Follow-up
 - 1.8.1.1. Return
 - 1.8.1.2. Follow-up
- 1.9. Psychopedagogical Guidance Models
 - 1.9.1. Clinical Model, Consultation Model, and Program Model
 - 1.9.1.1. Clinical Model
 - 1.9.1.2. Consultation Model
 - 1.9.1.3. Program Model
- 1.10. School Guidance: Tutorial and Family Guidance
 - 1.10.1. School Guidance and Tutorial Guidance. Tutorial Action Plan
 - 1.10.1.1. School Guidance
 - 1.10.1.2. Tutorial Function
 - 1.10.1.3. Tutorial Action Plan

- 1.11. Vocational, Professional and Career Guidance
 - 1.11.1. Vocational/Professional/Labor Guidance and Maturity. Approaches and Interests
 - 1.11.1.1. Vocational Guidance and Maturity
 - 1.11.1.2. Professional Guidance and Maturity
 - 1.11.1.3. Career Guidance and Maturity
 - 1.11.1.4. Approaches and Interests
- 1.12. Guidance in Social, Health, Vulnerability or Social Exclusion Contexts
 - 1.12.1. Concept, Purpose and Social, Health, Vulnerability or Social Exclusion Contexts. Orientation Guidelines
 - 1.12.1.1. Concept and Guidance Contexts in Social and Health Care and Social Vulnerability or Exclusion
 - 1.12.1.2. Purpose of Guidance in Social and Health Care and Social Vulnerability or Exclusion

Module 2. The Role of the Family and the Community in Inclusive Schooling

- 2.1. The Diversity of Current Family Models
 - 2.1.1. Definition of Family Concept
 - 2.1.2. Evolution of Family Concept
 - 2.1.2.1. The Family in the 21st Century
 - 2.1.3. Family Models
 - 2.1.3.1. Types of Family Models
 - 2.1.3.2. Educational Styles in Family Models
 - 2.1.4. Educational Attention to the Different Family Models
- 2.2. Family Involvement in the School
 - 2.2.1. The Family and the School as Developmental Environments
 - 2.2.2. The Importance of Cooperation between Educational Agents
 - 2.2.2.1. The Management Team
 - 2.2.2.2. The Teaching Team
 - 2.2.2.3. The Family
 - 2.2.3. Types of Family Participation
 - 2.2.3.1. Direct Participation
 - 2.2.3.2. Indirect Participation
 - 2.2.3.3. Non-Participation

- 2.2.4. Parent Schools
- 2.2.5. The Parent-Teacher Association (PTA)
- 2.2.6. Difficulties in Participation
 - 2.2.6.1. Intrinsic Participation Difficulties
 - 2.2.6.2. Extrinsic Participation Difficulties
- 2.2.7. How to improve Family Participation?
- 2.3. The Family and the School as Developmental Environments
- 2.4. Society and Inclusive School
- 2.5. Learning Communities
 - 2.5.1. Conceptual Framework of Learning Communities
 - 2.5.2. Characteristics of Learning Communities
 - 2.5.3. Creation of a Learning Community
- 2.6. Creation of a Learning Community

Module 3. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

- 3.1. Construction of the Concept of Family
 - 3.1.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
 - 3.1.1.1. The Family as a context for Human Development
 - 3.1.1.2. Family Functions
 - 3.1.1.3. Family Dynamics and Rules
 - 3.1.1.4. Roles within the Family Context
- 3.2. Evolution of Family Institution
 - 3.2.1. Social Changes and New Forms of Family Coexistence
 - 3.2.1.1. The Influence of Social Changes on the Family
 - 3.2.1.2. New Family Structures
 - 3.2.2. Family Educational Styles
 - 3.2.2.1. Democratic Style
 - 3.2.2.2. Authoritarian Style
 - 3.2.2.3. Negligent Style
 - 3.2.2.4. Indulgent Style

- 3.3. Families at Psychosocial Risk
 - 3.3.1. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
 - 3.3.1.1. What is Psychosocial Risk?
 - 3.3.1.2. Psychosocial Risk Assessment Criteria
 - 3.3.1.3. Families in Psychosocial Risk Situation
 - 3.3.2. Risk Factors vs. Protective Factors
 - 3.3.2.1. Risk Factors
 - 3.3.2.2. Protective Factors
- 3.4. Processes of Orientation and Psycho-Pedagogical Intervention
 - 3.4.1. Conceptualization of Psycho-Pedagogical Intervention and Models of Psycho-Pedagogical Intervention
 - 3.4.1.1. Concept of Psychopedagogical Intervention in the Family Environment
 - 3.4.1.2. Models of Psychopedagogical Intervention
 - 3.4.2. Addressees, Areas, and Contexts of Psychopedagogical Intervention
 - 3.4.2.1. Addressees of the Psychopedagogical Intervention
 - 3.4.2.2. Areas of the Psychopedagogical Intervention
 - 3.4.2.3. Contexts of the Psychopedagogical Intervention
- 3.5. Socio-Educational Intervention in Families (I)
 - 3.5.1. Concept, Foundations and Models of Family Socio-Educational Intervention
 - 3.5.1.1. The Socio-educational Intervention with Families
 - 3.5.1.2. Principles of Psychoeducational Intervention with Families
 - 3.5.1.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
 - 3.5.1.4. Models of Socio-educational Intervention with Families
- 3.6. Socio-Educational Intervention with Families (II)
 - 3.6.1. Family Intervention Educational Teams, Professional Skills and Tools and Techniques
 - 3.6.1.1. Educational Teams of Family Intervention
 - 3.6.1.2. Professional Skills
 - 3.6.1.3. Tools and Techniques





- 3.7. Intervention in Situations of Risk and Child Abuse in the Family
 - 3.7.1. Conceptualization and Typology of Child Abuse
 - 3.7.1.1. The Concept of Child Abuse
 - 3.7.1.2. Types of Child Maltreatment
 - 3.7.2. Actions Against Child Abuse
 - 3.7.2.1. Detection, Assessment, and Care
 - 3.7.2.2. Protocols
- 3.8. Collaborative Frameworks Between Family and School
 - 3.8.1. Family and School as Collaborative Environments. Forms of Family Participation in the School
 - 3.8.1.1. Family and School as Collaborative Environments
 - 3.8.1.2. Forms of Family Participation in the School
 - 3.8.1.3. Parenting School and Parental Education

“ *The Relearning methodology employed at TECH will allow you to internalize learning without the need to devote excessive hours to study*”

05

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.



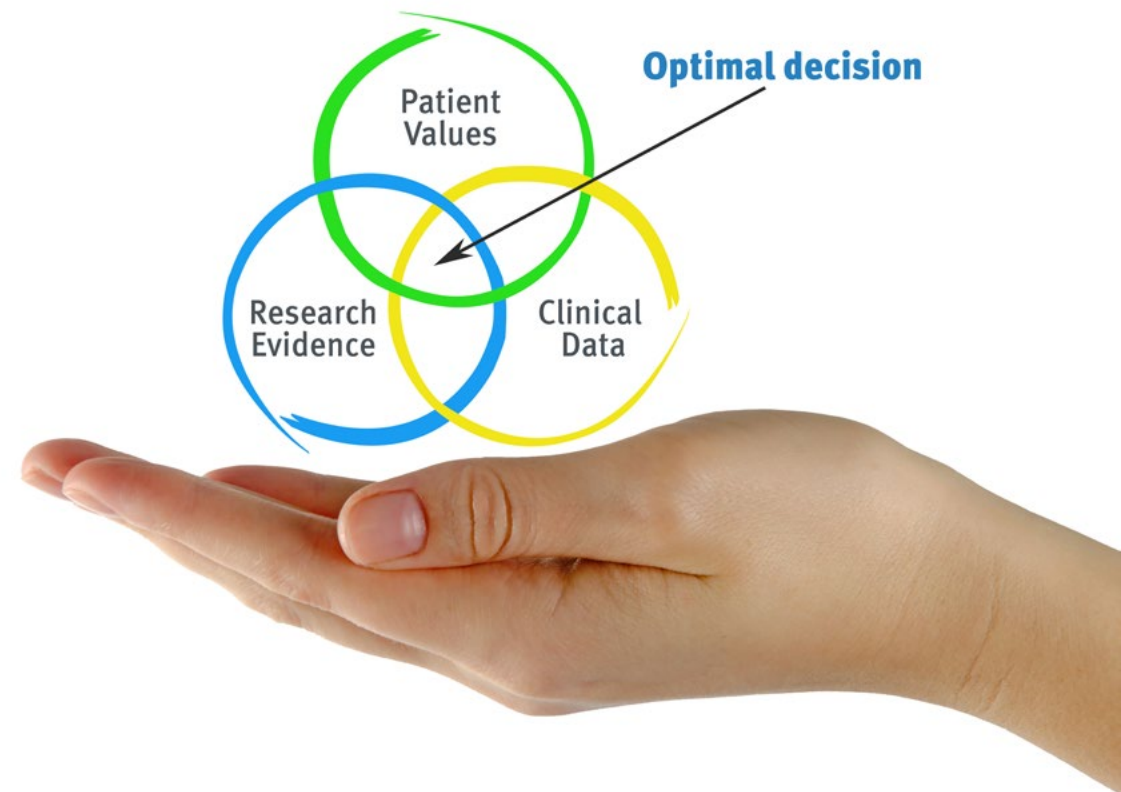
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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

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



The image features two graduation caps against a blue sky with light clouds. One cap is black with a gold tassel, and the other is maroon with a black tassel. The background is split into a white diagonal section and a magenta section.

“

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

This **Postgraduate Diploma in Psychopedagogical Intervention in Family Settings** contains the most complete and up-to-date educational program on the market.

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

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

Title: **Postgraduate Diploma in Psychopedagogical Intervention in Family Settings**

Official N° of hours: **400 h.**



*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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Psychopedagogical
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Settings

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

Postgraduate Diploma Psychopedagogical Intervention in Family Settings

