

Professional Master's Degree Social and Occupational Psychopedagogy





Professional Master's Degree Social and Occupational Psychopedagogy

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/pk/psychology/professional-master-degree/master-social-occupational-psychopedagogy

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01

Introduction

Previously, the figure of the psychopedagogue was only limited to the school environment, but due to the constant changes that society has undergone and that have affected several sectors, it has become necessary for these professionals to become strongly involved in different areas of intervention, such as labor or social. A boost to the profession that has intensely determined the progress in research and development and, indispensably, the need for updating and advancement of its professionals. In this program focused on psychopedagogy in social and work environments, the student will be able to acquire all the knowledge that will put him/her at the forefront of this discipline.



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The figure of the psychopedagogue has evolved, so it is essential to have the necessary information to grow professionally in this field”

Since its formal origin, psycho-pedagogy has managed to reach, by its own means, a place in the current scientific panorama. In this way, they have succeeded in turning their research into the subject of articles, monographs and publications at the international level. This has been fundamental to move out of the educational environment and into other sectors, such as the social and labor sectors. In the latter, it is in charge of developing individuals in the learning that their profession demands, as well as improving their performance in a new role and adapting it optimally in the organization they work for.

In its social variant, it has the objective of developing people in an integral manner and the re-education of psychosocial problems, focusing on the needs and issues that concern a population. To this end, an evaluation of the initial state of the social system to be modified is carried out in order to produce a favorable change or transformation.

Based on the above, this program comprehensively addresses the socio-community intervention for the development of more effective psycho-pedagogical techniques. In addition, to approach the work environment from an educational perspective. In terms of intervention, mediation with families has also become increasingly important. The incursion of new technologies in social, work or family life, sexual diversity, functional diversity, or any of the new paradigms are not static, but evolve and require, a competent look that sustains, guides, serves as a reference and has in turn, adequate professional support at all times.

With this program in Educational Psychopedagogy, the professional will have a complete overview of the challenges that this type of disciplines has. All from a 100% online modality that gives the student the ease of being able to take the program comfortably, wherever and whenever he/she wants. All you need is a device with internet access to take your career one step further. A modality according to the current times with all the guarantees to position the engineer in a highly demanded sector.

This **Professional Master's Degree in Social and Occupational Psychopedagogy** contains the most complete and updated educational program on the market. Its most outstanding features are:

- ♦ Practical cases presented by Psychopedagogy Experts
- ♦ Graphic, Schematic, and Eminently Practical Content with which they are conceived
- ♦ Latest advancements on School Psychopedagogy
- ♦ Practical exercises where the self-evaluation 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
- ♦ Evidence-Based Methodologies in School Psychopedagogy
- ♦ 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



Master the basic concepts and tools that will allow you to intervene early, both to prevent and address the biopsychosocial risks that affect children”

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A Professional Master's Degree developed by experts in psycho-pedagogy who will provide you with their many years of experience in quantitative and qualitative research”

Learn to apply measurement and evaluation techniques and instruments, as well as tools for information analysis in the psycho-pedagogical processes.

Supports and reflects on care during childhood for people who present biological, psychological or social risks.

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

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

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



02

Objectives

At all times, TECH guarantees the academic excellence of its graduates. For this reason, a program focused on meeting the professional objectives demanded by the sector has been developed. The Professional Master's Degree in Social and Labor Psychopedagogy seeks to value psycho-pedagogical and socio-educational intervention as a necessary tool in situations of psychosocial risk for families. Consequently, the student will be able to maintain a holistic view of human development and bring that thinking to reflection.





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Diagnoses, plans, implements and evaluates health education projects and generates positive change in a community”



General Objectives

- Acquire new competences and skills in the area of psycho-pedagogy
- Updating in the area of psycho-pedagogy in the school area
- Develop the capacity to face new situations in the school context
- Encourage interest in the constant updating of professionals
- Know the different intervention options
- Learn new ways of dealing with Special Educational Needs
- Achieve an efficient framework for Evaluation, Diagnosis, and Guidance
- Be able to research and be innovative in order to respond to new demands



Recognizes the different intervention models and types of programs, as well as their evolution”





Specific Objectives

Module 1. Main psychological theories and stages of evolutionary development

- ♦ Maintain a holistic view of Human Development and provide the key factors in order to reflect on this area of knowledge
- ♦ Describe the characteristics and contributions of the different theoretical models of Developmental Psychology

Module 2. Assessment, Diagnosis, and Psycho-pedagogical Orientation

- ♦ Describe the different theoretical models of developmental psychology
- ♦ Manage the main theories that explain Human Development Students will know the most relevant Theoretical Positions that explain the changes from birth to adolescence
- ♦ Explain what happens within each developmental stage, as well as in transition periods from one stage to another

Module 3. Measurement, Research, and Educational Innovation

- ♦ Investigate and innovate in Counseling Techniques to respond to the new Demands of Society
- ♦ Recognise quantitative and qualitative research designs in research planning
- ♦ Apply measurement and assessment techniques and instruments, as well as tools for analysing information in psycho-pedagogical processes

Module 4. Psycho-Pedagogical Diagnosis in Social and Community Settings

- ♦ Differentiate the twofold framework of socio-health action: non-formal and informal education
- ♦ Develop different socio-educational programs according to age groups
- ♦ Learn to work with different special vulnerability groups

Module 5. Insertion, Lifelong Learning and Professional Development

- ♦ Approach labor and social settings from an educational perspective
- ♦ Provide students with the key elements of socio-labor services and projects

Module 6. Social and Labor Project Design, Management and Evaluation

- ♦ Approach labor and social settings from an educational perspective
- ♦ Reflect on the concepts of an information and a knowledge society
- ♦ Learn about the quality of social and labor projects and services
- ♦ Learn how to conduct analyses of current realities
- ♦ Learn how to establish socio-educational diagnoses

Module 7. Early Intervention

- ♦ Support and Reinforce Childhood Care for people with Biological, Psychological, or Social Risks
- ♦ Master the basic concepts and tools that will allow early intervention, both to prevent and to face the biopsychosocial risks that affect childhood
- ♦ Be able to gain knowledge of cognitive, linguistic and socio-affective development in children at social risk
- ♦ Recognize the different Intervention Models and Types of Programs, as well as their Evolution

Module 8. Health Education and Psychopedagogy in Hospitals

- ♦ Reflect on the Concept of Health and its Socio-political Implications
- ♦ Know the Role of the Educator as a Mediator in Health Education
- ♦ Define the concept of health education and health promotion and prevention
- ♦ Understand Health from the Ecology of Human Development
- ♦ Diagnose, plan, implement, and evaluate health education
- ♦ Intervene in Hospital and/or Home Settings
- ♦ Understand, evaluate, intervene, and improve individual, family, and collective resilience

Module 9. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

- ♦ Recognize the different Family Models in order to create Specific Dynamics to promote the Well-being of all Family Members
- ♦ Value Psychopedagogical and Socio-educational Intervention as a necessary Tool in Situations of Psychosocial Risk for Families
- ♦ Discover the necessity of the Intervention of the Psychopedagogic Psychologist to favor the Relationship between the Family and the School



Module 10. Adapt to Multiple Intelligence Situations

- ♦ Recognize the Different Types of Intelligence
- ♦ Learn the Evolutionary Processes of Intelligence Development
- ♦ Study the Concepts of Intelligence and Learning in Psychoeducational Intervention Environments

Module 11. Technological Innovation in Teaching

- ♦ Learn about the latest Technological Advances Applicable to Education
- ♦ Implement new technology in the curriculum development of students with SEN

03 Skills

The program has been established to allow the student to develop analytical and problem-solving skills in a work-like environment, being able to maintain a reflective and critical mentality about the psycho-pedagogical reality, favoring changes and innovations that improve the quality of life of individuals in a social and work environment. After passing the program evaluations, the professional will have acquired the necessary competencies for a quality and updated practice based on a more innovative didactic methodology.





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Develops sufficient mastery of existing educational programs to be applied”



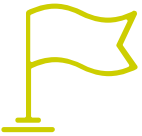
General Skills

- ♦ Maintain a reflective and critical behavior in the face of social and psycho-pedagogical reality, and favor changes and innovations that lead to an improvement in the quality of individual and social life
- ♦ Master Psychopedagogical skills and abilities necessary to promote learning and coexistence in the classroom and other environments through cooperation strategies
- ♦ Apply Theoretical Knowledge and Scientific Advances in Psychopedagogy to Professional Practice and Research
- ♦ Apply the code of ethics of the profession, considering the rights of users and the legislation in force

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Learn how to work with different ages and apply the appropriate intervention to enhance your social analysis”





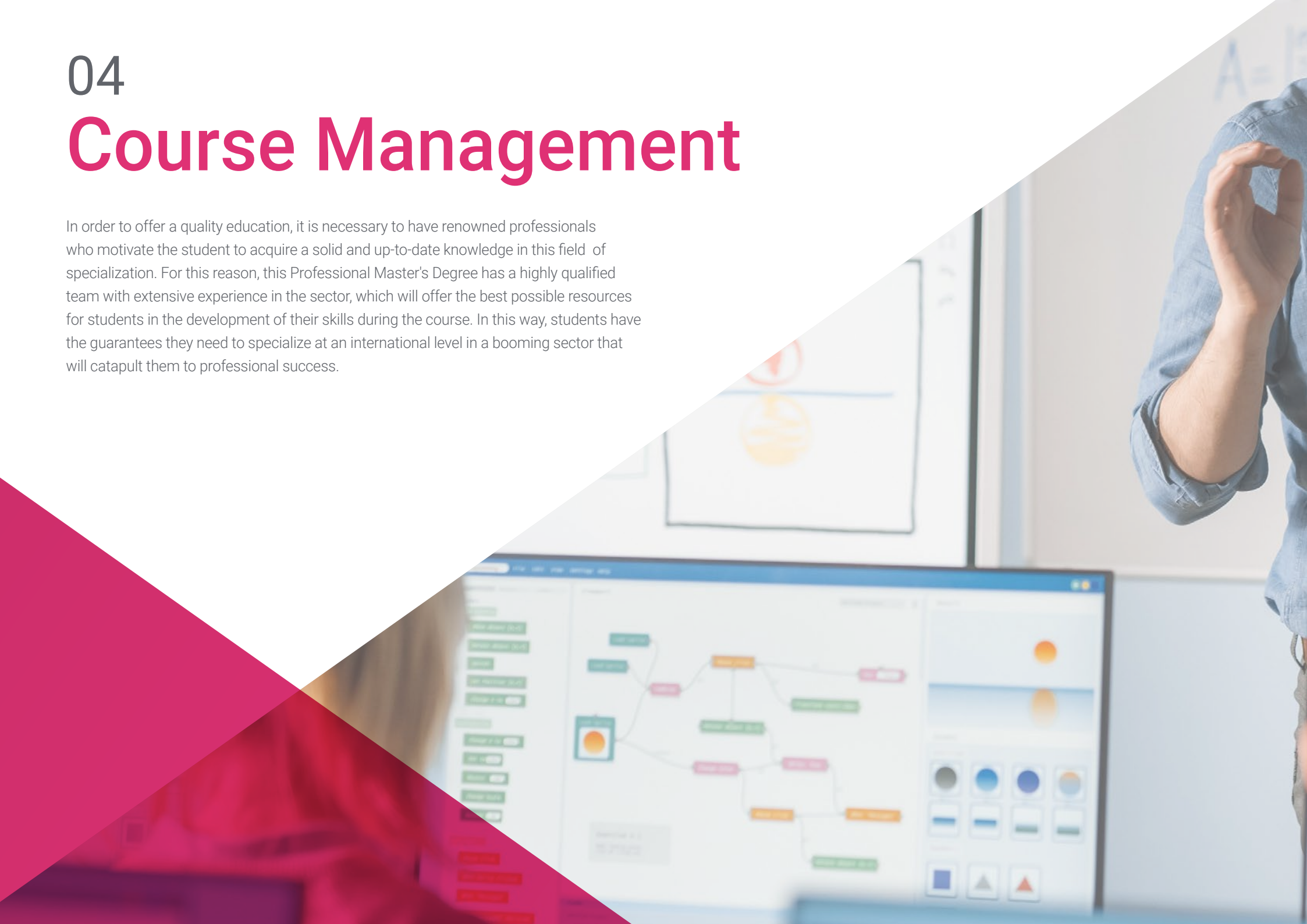
Specific Skills

- ♦ Explain and develop the fundamentals of the different evolutionary stages of human development
- ♦ Make a diagnosis directed to the intervention with patients in the social and occupational area of Psychopedagogy
- ♦ Be able to adequately plan Psychopedagogical Research
- ♦ Use the Qualitative and Quantitative means of Measurement concerning Interventions and Developments
- ♦ Incorporate into the work tools, the existing measurement and evaluation instruments and evaluation tools
- ♦ To develop efficient socio-community intervention programs
- ♦ Have an adequate command of the existing educational programs to be implemented
- ♦ Know how to work with different age groups and apply timely intervention
- ♦ Have the ability to efficiently orient towards labor market insertion
- ♦ Recognize the existing labor integration pathways
- ♦ Design a complete and efficient socio-labor project
- ♦ Know how to use all existing resources
- ♦ Apply the Dynamics of Family Intervention in Psychosocial Risk Situations
- ♦ Intervene between Family and School in a Proactive and Dynamic way
- ♦ Know how to Intervene in the Elderly in a Useful and Efficient way
- ♦ Know and Apply all the Existing Services for the Elderly
- ♦ Perform a Comprehensive Assessment of Aging
- ♦ Create protocols for inclusive education
- ♦ Utilize existing resources for inclusive education
- ♦ Develop measures to promote inclusion
- ♦ Incorporate the latest Technological Advances applicable to education into the Work Method
- ♦ Turn new technology into a daily resource in the curricular development of students with SEN

04

Course Management

In order to offer a quality education, it is necessary to have renowned professionals who motivate the student to acquire a solid and up-to-date knowledge in this field of specialization. For this reason, this Professional Master's Degree has a highly qualified team with extensive experience in the sector, which will offer the best possible resources for students in the development of their skills during the course. In this way, students have the guarantees they need to specialize at an international level in a booming sector that will catapult them to professional success.



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To develop efficient socio-community intervention programs with the support of an excellent teaching team”

Management



Mr. Álvaro Alfonso Suárez

- ♦ Psychopedagogue specializing in SEN students
- ♦ Teacher of educational reinforcement for SEN students
- ♦ Technician in Social and Health Care for Dependent People in Social Institutions
- ♦ Social Integration Technician
- ♦ Graduate in Psychopedagogy from the University of Laguna



05

Structure and Content

To meet the requirements of excellence that every TECH graduate must have, this program has been developed in order to bring together the best of theory and practice in this discipline. With each module, the student will be able to use qualitative and quantitative measurement tools related to interventions and development of new instruments to improve socio-community and labor intervention programs. All this, from a global perspective for the sake of its application at an international level, incorporating all the fields of work involved in professional development in this type of work environment.





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Have sufficient mastery of existing educational programs to be applied in a social or work environment”

Module 1. Main psychological theories and stages of evolutionary development

- 1.1. Main Authors and Psychological Theories of Childhood Development
 - 1.1.1. Psychoanalytic Theory of Child Development by S. Freud
 - 1.1.2. E. Erikson's Theory of Psychosocial Development
 - 1.1.3. Jean Piaget's Theory of Cognitive Development
 - 1.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
 - 1.1.3.2. Stages of Cognitive Development
 - 1.1.3.3. Sensorimotor Stage (0-2 years)
 - 1.1.3.4. Pre-operative Stage: Pre-operative Sub-period (2-7 years)
 - 1.1.3.5. Stage of Concrete Operations (7-11 years)
 - 1.1.3.6. Formal Operations Stage (11-12 years and older)
 - 1.1.4. Lev Vygotsky's Sociocultural Theory
 - 1.1.4.1. How to learn?
 - 1.1.4.2. Higher Psychological Functions
 - 1.1.4.3. Language as a Mediating Tool
 - 1.1.4.4. Proximal Development Zone
 - 1.1.4.5. Development and Social Context
- 1.2. Introduction to Early Intervention
 - 1.2.1. History of Early Intervention
 - 1.2.2. Definition of Early Intervention
 - 1.2.2.1. Levels of Intervention in Early Intervention
 - 1.2.2.2. Main Fields of Action
 - 1.2.3. What is a CCDEA
 - 1.2.3.1. Concept of CDIAT
 - 1.2.3.2. Functioning of a CCDEA
 - 1.2.3.3. Professionals and Areas of Intervention
- 1.3. Developmental Aspects
 - 1.3.1. Development from 0-3 years of age
 - 1.3.1.1. Introduction
 - 1.3.1.2. Motor Development
 - 1.3.1.3. Cognitive Development
 - 1.3.1.4. Language Development
 - 1.3.1.5. Social Development

- 1.3.2. Development from 3-6 years of age
 - 1.3.2.1. Introduction
 - 1.3.2.2. Motor Development
 - 1.3.2.3. Cognitive Development
 - 1.3.2.4. Language Development
 - 1.3.2.5. Social Development
- 1.4. Milestones of Alarm in Child Development
- 1.5. Cognitive and Socio-affective Development from 7 to 11 years of age
- 1.6. Cognitive Development during Adolescence and early Adulthood

Module 2. Assessment, Diagnosis, and Psycho-pedagogical Orientation

- 2.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
 - 2.1.1. Concept and Functions of Educational Diagnosis Qualities of the Diagnostician
 - 2.1.1.1. Concept of Educational Diagnosis
 - 2.1.1.2. Functions of Educational Diagnosis
 - 2.1.1.3. Qualities of the Diagnostician
 - 2.1.2. Dimensions, Scopes, and Areas of Action
 - 2.1.2.1. Dimensions in Psychopedagogical Intervention
 - 2.1.2.2. Spheres and Areas of Intervention
- 2.2. Psychopedagogical Evaluation: Function and Nature
 - 2.2.1. Concept, Purpose, and Context
 - 2.2.1.1. Concept of Psychopedagogical Assessment
 - 2.2.1.2. Purpose of the Psychopedagogical Assessment
 - 2.2.1.3. Context of the Evaluation
 - 2.2.2. Psychopedagogical Evaluation Procedure Evaluation in the School and Family Context
 - 2.2.2.1. Psychopedagogical Evaluation Procedure
 - 2.2.2.2. Evaluation in the School Context
 - 2.2.2.3. Evaluation in the Family Context
- 2.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
 - 2.3.1. The Diagnostic Process and Stages
 - 2.3.1.1. Diagnostic Processes
 - 2.3.1.2. Stages of Diagnosis

- 2.4. Psychopedagogical Evaluation Process according to Different Spheres of Action
 - 2.4.1. Evaluation as a Process
 - 2.4.2. Spheres of Action and Areas of Intervention and Evaluation in the School and Family Context
 - 2.4.2.1. Scope and Spheres of Action
 - 2.4.2.2. Evaluation Process at School
 - 2.4.2.3. Evaluation Process in Family Settings
- 2.5. Design and Phases in the Psychopedagogical Evaluation
 - 2.5.1. Psychopedagogical Evaluation Procedure and Phases
 - 2.5.1.1. Psychopedagogical Evaluation Procedure
 - 2.5.1.2. Psychopedagogical Evaluation Phases
- 2.6. Psychopedagogical Evaluation Techniques and Tools
 - 2.6.1. Techniques and Instruments of Qualitative and Quantitative Evaluation
 - 2.6.1.1. Qualitative Assessment Techniques and Instruments
 - 2.6.1.2. Quantitative Evaluation Techniques and Instruments
- 2.7. Psychopedagogical Evaluation at School
 - 2.7.1. Evaluation in Classroom, School and Family Settings
 - 2.7.1.1. Assessment in the Classroom Context
 - 2.7.1.2. Assessment in the Center Context
 - 2.7.1.3. Assessment in the Family Context
- 2.8. Returning Information and Follow-up
 - 2.8.1. Return of information and follow-up
 - 2.8.1.1. Return
 - 2.8.1.2. Monitoring
- 2.9. Psychopedagogical Guidance Models
 - 2.9.1. Clinical Model, Consultation Model, and Program Model
 - 2.9.1.1. Clinical Model
 - 2.9.1.2. Consultation Model
 - 2.9.1.3. Program Model
- 2.10. School Guidance: Tutorial and Family Guidance
 - 2.10.1. School Guidance and the Tutorial Function Tutorial Action Plan
 - 2.10.1.1. School Guidance
 - 2.10.1.2. Tutorial Function
 - 2.10.1.3. Tutorial Action Plan

- 2.11. Vocational, Professional and Career Guidance
 - 2.11.1. Vocational/Professional/Labor Orientation and Maturity. Approaches and Interests
 - 2.11.1.1. Vocational Orientation and Maturity
 - 2.11.1.2. Professional Guidance and Maturity
 - 2.11.1.3. Career Guidance and Maturity
 - 2.11.1.4. Approaches and Interests
- 2.12. Guidance in Social, Health, Vulnerability or Social Exclusion Contexts
 - 2.12.1. Concept, Purpose and Social, Health, Vulnerability or Social Exclusion Contexts. Orientation Guidelines
 - 2.12.1.1. Concept and Guidance Contexts in Social and Health Care and Social Vulnerability or Exclusion
 - 2.12.1.2. Purpose of Guidance in Social and Health Care and Social Vulnerability or Exclusion

Module 3. Measurement, Research, and Educational Innovation

- 3.1. Introduction to Education Research and Innovation
 - 3.1.1. Relationship between Innovation and Research The need for Research and Innovation in Education
 - 3.1.1.1. Innovation Concept
 - 3.1.1.2. Research Concept
 - 3.1.1.3. Relationship Between Innovation and Research
 - 3.1.1.4. The Need for Research and Innovation in Education
- 3.2. Research Planning I
 - 3.2.1. Modalities of Educational Research and Innovation
 - 3.2.1.1. Quantitative Approach
 - 3.2.1.2. Qualitative Approach
 - 3.2.2. Stages of the Research and Innovation Process
- 3.3. Research Planning II
 - 3.3.1. Planning and Development of the Research or Field Work Dissemination of Results
 - 3.3.1.1. Planning of the Research or Field Work
 - 3.3.1.2. Development of the Research or Field Work
 - 3.3.1.3. Dissemination of Results

- 3.4. Selecting a Topic and Drafting a Paper
 - 3.4.1. Selection of the Topic of Study and Elaboration of the Theoretical Framework Project and Final Report
 - 3.4.1.1. Selection of the Topic of Study
 - 3.4.1.2. Elaboration of the Theoretical Framework
 - 3.4.1.3. Project and Final Report
- 3.5. Quantitative Designs I
 - 3.5.1. Experimental Designs, Intergroup Designs, and Intragroup Designs
 - 3.5.1.1. Experimental Designs
 - 3.5.1.2. Intergroup Designs
 - 3.5.1.3. Intragroup Designs
- 3.6. Quantitative Designs II
 - 3.6.1. Quasi-Experimental, Descriptive, and Correlational Designs
 - 3.6.1.1. Quasi-Experimental Designs
 - 3.6.1.2. Descriptive Designs
 - 3.6.1.3. Correlational Designs
- 3.7. Qualitative Designs
 - 3.7.1. Conceptualization and Modalities of Qualitative Research
 - 3.7.1.1. Conceptualization of Qualitative Research
 - 3.7.1.2. Ethnographic Research
 - 3.7.1.3. The case study
 - 3.7.1.4. Biographical-narrative Research
 - 3.7.1.5. Grounded Theory
 - 3.7.1.6. Action Research
- 3.8. Innovative Methodologies
 - 3.8.1. Educational Innovation for School Improvement. Innovation and ICT
 - 3.8.1.1. Educational Innovation for School Improvement
 - 3.8.1.2. Innovation and ICT
- 3.9. Measurement and Evaluation: Techniques, Tools and Information Gathering I
 - 3.9.1. The Collection of Information: Measurement and Evaluation. Data Collection Techniques and Instruments
 - 3.9.1.1. Data Collection: Measurement and Evaluation
 - 3.9.1.2. Data Collection Techniques and Instruments

- 3.10. Measurement and Evaluation: Techniques, Tools and Information Gathering II
 - 3.10.1. Research Instruments: Tests
 - 3.10.2. Reliability and Validity: Technical Requirements of Assessment Instruments in Education
 - 3.10.2.1. Reliability
 - 3.10.2.2. Validity
- 3.11. Quantitative Information Analysis
 - 3.11.1. Statistical Analysis. Research Variables and Hypotheses
 - 3.11.1.1. Statistical Analysis
 - 3.11.1.2. Variables
 - 3.11.1.3. Hypotheses
 - 3.11.1.4. Descriptive Statistics
 - 3.11.1.5. Inferential Statistics
- 3.12. Qualitative Information Analysis
 - 3.12.1. Qualitative Data Analysis. Criteria of Scientific Rigor
 - 3.12.1.1. General Process of Qualitative Analysis
 - 3.12.1.2. Criteria of Scientific Rigor
 - 3.12.2. Categorization and Coding of Data
 - 3.12.2.1. Data Categorization
 - 3.12.2.2. Data Coding

Module 4. Psycho-Pedagogical Diagnosis in Social and Community Settings

- 4.1. Concept and Purpose of Social and Community Intervention
 - 4.1.1. Concept, Principles and Purpose of Social and socio- Intervention. Areas and Scope
 - 4.1.1.1. Concept and Principles of Social and socio- Intervention
 - 4.1.1.2. Purpose
 - 4.1.1.3. Areas and Scope
- 4.2. Agents and Recipients of Social and socio- Intervention
 - 4.2.1. Social and socio- Mediation: Social Agents and Recipients
 - 4.2.1.1. Social Agents
 - 4.2.1.2. Recipients

- 4.3. A Twofold Action Framework: Non-Formal Education and Informal Education
 - 4.3.1. Conceptualization of Non-Formal and Informal Education and Areas of Intervention
 - 4.3.1.1. Non-Formal Education
 - 4.3.1.2. Areas of Intervention in Non-Formal Education
 - 4.3.1.3. Informal Education
 - 4.3.1.4. Areas of Intervention in Informal Education
- 4.4. Non-Formal Education Programs: Childhood
 - 4.4.1. Non-Formal Child Care Programs
 - 4.4.1.1. Non-Formal Child Care Programs
- 4.5. Non-Formal Education Programs: Adolescence and Youth
 - 4.5.1. Job Training, Social Component, NGOs: Adolescent and Public Entity Adolescent Programs
 - 4.5.1.1. Work Training Programs
 - 4.5.1.2. Social Programs
 - 4.5.1.3. NGO Programs for Adolescents
 - 4.5.1.4. Public Programs for Adolescents
- 4.6. Non-Formal Education Programs: Middle Age
 - 4.6.1. NGO Middle-Age Programs, Public Entity Middle-Age Programs, Job Training Programs
 - 4.6.1.1. NGO Programs for the Middle Aged
 - 4.6.1.2. Public Programs for Middle Aged
 - 4.6.1.3. Work Training Programs
- 4.7. Non-Formal Education Programs: Old Age
 - 4.7.1. Active ageing Programs for the Elderly
 - 4.7.1.1. Active Aging
 - 4.7.1.2. Promoting Active Aging: Programs
- 4.8. Mediation in Special Vulnerability Groups: The Prison Population
 - 4.8.1. Health Mediation, Mediation Project Design and Selection and Recruitment of Health Care Workers
 - 4.8.1.1. Health Mediation and Mediation Project Design
 - 4.8.1.2. Selection and Recruitment of Health Care Workers
- 4.9. Mediation in Special Vulnerability Groups: Institutionalized Minors
 - 4.9.1. Family conflict. Residential Foster Care and Conflict Resolution Programs
 - 4.9.1.1. Family Conflict
 - 4.9.1.2. Residential Foster Care
 - 4.9.1.3. Conflict Resolution Programs
- 4.10. Mediation in Specially Vulnerable Groups: Marginalization and Extreme Poverty
 - 4.10.1. Extreme Poverty and Human Rights. Measurement and Mediation
 - 4.10.1.1. Extreme Poverty
 - 4.10.1.2. Human rights
 - 4.10.1.3. Measurement
 - 4.10.1.4. Mediation
- 4.11. Mediation in Special Vulnerability Groups: Migrants and Refugees
 - 4.11.1. Projects based on Refugee Status, Intercultural Mediators and Geographical Scope
 - 4.11.1.1. Projects based on Refugee Status
 - 4.11.1.2. Intercultural Mediators
 - 4.11.1.3. Geographical Scope
- 4.12. Mediation in Special Vulnerability Groups: Abuse and Maltreatment
 - 4.12.1. Types of Maltreatment. Mediators and Social Mediation in Families
 - 4.12.1.1. Concept of Maltreatment
 - 4.12.1.2. Types of Maltreatment
 - 4.12.1.3. Mediators and Social Mediation in Families

Module 5. Insertion, Lifelong Learning and Professional Development

- 5.1. Employment: Necessity or Difficult Reality
 - 5.1.1. Employment in the Economic Crisis Context
 - 5.1.1.1. Employment and Economic Crisis
 - 5.1.2. Effects of Unemployment on Health Resilience Facing Unemployment
 - 5.1.2.1. Unemployment and Health
 - 5.1.2.2. Resilience Facing Unemployment
- 5.2. Professional Projects
 - 5.2.1. Professional Project Concept and Characteristics Professional Project Creation
 - 5.2.1.1. Professional Project Concept
 - 5.2.1.2. Professional Project Characteristics
 - 5.2.1.3. Professional Project Creation
 - 5.2.2. Job Maps and Portfolios
 - 5.2.2.1. Job Maps
 - 5.2.2.2. Professional Project Portfolios
- 5.3. Skills: Personal Characteristics for Employment
 - 5.3.1. Personal Skills and Their Evaluation
 - 5.3.1.1. Achievement Skills
 - 5.3.1.2. Equipment and Personnel Management Skills
 - 5.3.1.3. Cognitive Skills
 - 5.3.1.4. Influence Skills
 - 5.3.2. Skill Evaluation
 - 5.3.2.1. Tools and Techniques
- 5.4. Employability
 - 5.4.1. Concept of Employability and its Practical Utility. Relationship Between Employability and Self-Efficacy
 - 5.4.1.1. Employability Concept
 - 5.4.1.2. Employability Practicality
 - 5.4.1.3. Employability and Self-Efficacy
- 5.5. Labor Market Insertion: Employment Reality
 - 5.5.1. Context of Labor Market Insertion Intervention Guidelines to Improve the Quality of Training and Social and Labor Market Insertion
 - 5.5.1.1. Labor Market Insertion Context What Is Labor Market Insertion?
 - 5.5.2. Intervention Guidelines to Improve the Quality of Training and Social and Labor Market Insertion
- 5.6. Guidance to Improve Employment
 - 5.6.1. Employment Orientation: Résumé Innovation, Job Search Plan, Recruitment Processes
 - 5.6.1.1. Employment Orientation
 - 5.6.1.2. Résumé Innovation
 - 5.6.1.3. Job Search Plan
 - 5.6.1.4. Recruitment Process
- 5.7. Guidance Programs Focused on Career Path Construction
 - 5.7.1. Insertion Pathway Characteristics and Elaboration Elements Programs
 - 5.7.1.1. What is an Insertion Itinerary?
 - 5.7.1.2. What Elements Are Essential for the Development of the Itinerary?
 - 5.7.1.3. Programs
- 5.8. Entrepreneurship Initiatives
 - 5.8.1. Entrepreneurship Introduction and Pedagogy
 - 5.8.1.1. Entrepreneurship Concept
 - 5.8.1.2. Entrepreneurship Pedagogy
- 5.9. Concept of Lifelong Learning
 - 5.9.1. History, Strategic Plans and Promotion
 - 5.9.1.1. Concept of Lifelong Learning
 - 5.9.1.2. History of Lifelong Learning
 - 5.9.1.3. Strategic Plan
 - 5.9.1.4. Promotion and Education in Lifelong Learning
- 5.10. Lifelong Learning Models
 - 5.10.1. Lifelong Learning Models Change as Lifelong Learning
 - 5.10.1.1. Individually Oriented Training Model
 - 5.10.1.2. Development and Improvement Model
 - 5.10.1.3. Training or Institutional Model
 - 5.10.1.4. Observation-Evaluation Model
 - 5.10.1.5. Research or Inquiry Model



- 5.11. European Qualifications Framework
 - 5.11.1. Professional Qualifications Social and Educational Accreditation System Functions
 - 5.11.1.1. Professional Qualifications Its Origins
 - 5.11.1.2. Social and Educational Accreditation System Functions
- 5.12. Validation Processes and Professional Skill Accreditation
 - 5.12.1. National System of Qualifications and Vocational Training National Catalog of Professional Qualifications National Catalogue Applications of Professional Qualifications
 - 5.12.1.1. National System of Qualifications and Vocational Training
 - 5.12.1.2. National Catalog of Professional Qualifications
 - 5.12.1.3. National Catalogue Applications of Professional Qualifications
 - 5.12.2. Professional Accreditation Process Development
 - 5.12.2.1. Professional Accreditation Process

Module 6. Social and Labor Project Design, Management and Evaluation

- 6.1. Society, Socialization and Social and Educational Interaction
 - 6.1.1. Globalization and the Information and Knowledge Society. Inequality and Education
 - 6.1.1.1. Globalization
 - 6.1.1.2. The Information and Knowledge Society
 - 6.1.1.3. Inequality and Education
- 6.2. Quality in Social and Labor Projects
 - 6.2.1. Concept of Quality. Quality Service
 - 6.2.1.1. Concept of Quality
 - 6.2.1.2. Quality of Social and Labor Services
- 6.3. Social Responsibility and Strategic Planning
 - 6.3.1. Strategic and User-Oriented Organizational Models
 - 6.3.1.1. Strategic and User-Oriented Organizational Models
 - 6.3.1.2. Social Responsibility
 - 6.3.2. Strategic Planning and Basic Principles in Social and Labor Projects
 - 6.3.2.1. Strategic Planning
 - 6.3.2.2. Basic Principles in Labor Projects

- 6.4. Reality Analysis and Problem Identification
 - 6.4.1. Reality Analysis and Problem Identification. Functions and Areas
 - 6.4.1.1. Reality Analysis and Problem Identification
 - 6.4.1.2. Functions
 - 6.4.1.3. Scope
 - 6.5. Participatory Socio-Educational Diagnosis in Problem Identification
 - 6.5.1. Diagnostic Phases
 - 6.5.2. Object of Study, Area of Influence and Team Building
 - 6.5.2.1. Object of Study
 - 6.5.2.2. Area of Influence
 - 6.5.2.3. Team Building
 - 6.6. Planning Social and Labor Interventions
 - 6.6.1. Justification, Problem Formulation and Objectives
 - 6.6.1.1. Justification
 - 6.6.1.2. Problem Formulation
 - 6.6.1.3. General and Specific Objectives
 - 6.6.2. Internal Planning and Management Models
 - 6.6.2.1. Planning Models
 - 6.6.2.2. Internal Management
 - 6.7. Guidelines for Project Development
 - 6.7.1. Work Plan, Organizational Elements and Resources
 - 6.7.1.1. Work Plan
 - 6.7.1.2. Organizational Elements and Methodology
 - 6.7.1.3. Resources
 - 6.8. Infrastructure and Human Resources (HR)
 - 6.8.1. People Management and HR Policies Resources
 - 6.8.1.1. People Management
 - 6.8.1.2. PR Policies Resources
 - 6.8.2. Assessing Individuals
 - 6.9. Financial Management: Budgeting, Execution and Auditing
 - 6.9.1. Budget Preparation and Execution. Audits
 - 6.9.1.1. Budget Preparation
 - 6.9.1.2. Budget Execution
 - 6.9.1.3. Audits
 - 6.10. Performance Assessment Models
 - 6.10.1. Design of Assessment
 - 6.10.1.1. Types of Assessment Design
 - 6.10.2. Phases in the Process, Types, Methodology and Assessment Tools
 - 6.10.2.1. Phases of the Process
 - 6.10.2.2. Types of Designs
 - 6.10.2.3. Methodology
 - 6.10.2.4. Assessment Tools
 - 6.11. Data Collection, Systematization and Analysis
 - 6.11.1. Types of Analysis, Techniques and Procedures. Access and Data Collection
 - 6.11.1.1. Types of Data Analysis
 - 6.11.1.2. Data Collection Techniques
 - 6.11.1.3. Procedures for Data Analysis
 - 6.11.1.4. Access to Data
 - 6.11.1.5. Data Logging
 - 6.12. Memorandums and Reports
 - 6.12.1. Dissemination of Results, Log and Final Report
 - 6.12.1.1. Dissemination of Results
 - 6.12.1.2. Memory
 - 6.12.1.3. Final Report
- Module 7. Early Intervention**
- 7.1. Educational Research and Innovation Introduction
 - 7.1.1. Conceptualization and Historical Evolution of Early Care. Relationship between Development and Early Learning
 - 7.1.1.1. Concept of Early Care
 - 7.1.1.2. Historical Evolution of Early Care
 - 7.1.1.3. Relationship between Development and Early Learning
 - 7.2. Prevention and Main Areas in Early Care
 - 7.2.1. Phases in the Research Process. Spheres and Agents
 - 7.2.1.1. Phases in the Research Process in Early Care
 - 7.2.1.2. Spheres in Early Care
 - 7.2.1.3. Early Care Agents
 - 7.2.2. Child Development and Early Care Centers

- 7.3. Neurodevelopment during the First Years of Life
 - 7.3.1. Major Biological and Social Risk Factors. Compensation Tools
 - 7.3.1.1. Main Biological Risk Factors
 - 7.3.1.2. Main Social Risk Factors
 - 7.3.1.3. Compensation Tools
 - 7.3.2. Plasticity and Brain Function
 - 7.3.1.1. Concept of Brain Plasticity
 - 7.3.1.2. Brain Function
- 7.4. Psychoeducational Early Intervention in Social-Cognitive Development
 - 7.4.1. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 years old
 - 7.4.1.1. Theoretical Approaches to Cognitive Development
 - 7.4.1.2. Cognitive Development from 0 to 6 years old
 - 7.4.2. The Preoperational Period
 - 7.4.2.1. Development in the Preoperational Period
- 7.5. Psychoeducational Early Intervention in Social-Linguistic Development
 - 7.5.1. Early Language Development, Warning Signs, and Early Language Intervention
 - 7.5.1.1. Early Language Development
 - 7.5.1.2. Warning Signs during Early Language Development
 - 7.5.1.3. Early Language Intervention
- 7.6. Psychoeducational Early Intervention in Socio-Affective Competence
 - 7.6.1. Social-emotional Development and Early Intervention in Social-emotional Development
 - 7.6.1.1. Social-emotional Development
 - 7.6.1.2. Social Contexts and Interactions in Childhood
 - 7.6.1.3. Early Intervention in Social-emotional Development
- 7.7. Early Psychoeducational Intervention in Children at Social Risk
 - 7.7.1. Situations of Social Risk. Typology of Maltreatment during Childhood
 - 7.7.1.1. Social Risk in Childhood
 - 7.7.1.2. Types of Maltreatment During Childhood
 - 7.7.2. Methodological and Adaptation Strategies in Risk Situations
 - 7.7.2.1. Early Intervention Strategies
 - 7.7.2.2. Adaptation and Coping Strategies in Social Risk Situations

- 7.8. Early Care Intervention Programs
 - 7.8.1. Intervention Models and Types of Early Care Programs Assessment
 - 7.8.1.1. Early Intervention Models
 - 7.8.1.2. Types of Early Care Programs
 - 7.8.1.3. Program Evaluation in Early Care

Module 8. Health Education and Psychopedagogy in Hospitals

- 8.1. Definition of Health, International Organizations, and Local Entities
 - 8.1.1. Definition of Health
 - 8.1.2. International Organizations
 - 8.1.3. Local Entities
- 8.2. Constructivism and Pedagogical Model in the Health Field
 - 8.2.1. Constructivism
 - 8.2.2. Role of the Professional as a Mediator in Health Education
 - 8.2.3. Role of the Mediator in Health Education
- 8.3. Multiculturalism and Interculturalism
 - 8.3.1. Multiculturalism
 - 8.3.2. Interculturality
- 8.4. Affective Intelligence and Spiritual Intelligence
 - 8.4.1. Affective Intelligence
 - 8.4.2. Spiritual Intelligence
- 8.5. Health Education, Health Promotion, and Prevention of Disease
 - 8.5.1. Health Education
 - 8.5.2. Health promotion
 - 8.5.3. Disease Prevention
- 8.6. Public Health and Lifestyles. Ecology of Human Development
 - 8.6.1. Public Health and Lifestyles
 - 8.6.2. Ecology of Human Development
- 8.7. Conceptualization and Phases of Health Education Projects
 - 8.7.1. Conceptualization of Health Education Projects
 - 8.7.2. Phases of Health Education Projects

- 8.8. Diagnosis, Planning, Implementation, and Evaluation of Health Education Projects
 - 8.8.1. Diagnosis
 - 8.8.2. Planning
 - 8.8.3. Implementation
 - 8.8.4. Assessment
- 8.9. Hospital Pedagogy, Hospital Classrooms, and Home Care
 - 8.9.1. Hospital Pedagogy
 - 8.9.2. Hospital Classrooms
 - 8.9.3. Home Care
- 8.10. Building a Collaborative Context and Network Intervention in Psychopedagogical Work in Health Risk Situations
 - 8.10.1. Building a Collaborative Context
 - 8.10.2. Network Intervention
- 8.11. Resilience
 - 8.11.1. Individual Resilience
 - 8.11.2. Family Resilience
 - 8.11.3. Social Resilience

Module 9. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

- 9.1. Construction of the Concept of Family
 - 9.1.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
 - 9.1.2. The Family as a context for Human Development
 - 9.1.3. Family Functions
 - 9.1.4. Family Dynamics and Rules
 - 9.1.5. Roles within the Family Context
- 9.2. Evolution of Family Institution
 - 9.2.1. Social Changes and New Forms of Family Coexistence
 - 9.2.2. The Influence of Social Changes on the Family
 - 9.2.3. New Family Forms
- 9.3. Family Educational Styles
 - 9.3.1. Democratic Style
 - 9.3.2. Authoritarian Style
 - 9.3.3. Negligent Style
 - 9.3.4. Indulgent Style

- 9.3. Families at Psychosocial Risk
 - 9.3.1. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
 - 9.3.2. What is Psychosocial Risk?
 - 9.3.3. Psychosocial Risk Assessment Criteria
 - 9.3.4. Families in Psychosocial Risk Situation
 - 9.3.5. Risk Factors vs. Protective Factors
 - 9.3.6. Risk Factors
 - 9.3.7. Protective Factors
- 9.4. Processes of Orientation and Psycho-Pedagogical Intervention
 - 9.4.1. Conceptualization of Psycho-Pedagogical Intervention and Models of Psycho-Pedagogical Intervention
 - 9.4.2. Concept of Psychopedagogical Intervention in the Family Environment
 - 9.4.3. Models of Psychopedagogical Intervention
 - 9.4.4. Addressees, Areas, and Contexts of Psychopedagogical Intervention
 - 9.4.5. Addressees of Psychopedagogical Intervention
 - 9.4.6. Areas of Psychopedagogical Intervention
 - 9.4.7. Contexts of Psychopedagogical Intervention
- 9.5. Socio-educational Intervention with Families
 - 9.5.1. Concept, Foundations and Models of Family SocioEducational Intervention
 - 9.5.1.1. Socio-educational Intervention with Families
 - 9.5.1.2. Principles of Psychoeducational Intervention with Families
 - 9.5.1.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
 - 9.5.1.4. Models of Socio-educational Intervention with Families
- 9.6. Socio-Educational Intervention with Families (II)
 - 9.6.1. Family Intervention Educational Teams, Professional Skills and Tools and Techniques
 - 9.6.1.1. Educational Teams of Family Intervention
 - 9.6.1.2. Professional Skills
 - 9.6.1.3. Tools and Techniques
- 9.7. Intervention in Situations of Risk and Child Abuse in the Family
 - 9.7.1. Conceptualization and Typology of Child Abuse
 - 9.7.1.1. The Concept of Child Abuse
 - 9.7.1.2. Types of Child Maltreatment

- 9.7.2. Actions Against Child Abuse
 - 9.7.2.1. Detection, Assessment, and Care
 - 9.7.2.2. Protocols
- 9.8. Collaborative Frameworks Between Family and School
 - 9.8.1. Family and School as Collaborative Environments. Forms of Family Participation in the School
 - 9.8.2. Family and School as Collaborative Environments
 - 9.8.3. Forms of Family Participation in the School
 - 9.8.4. Parenting School and Parental Education
- 9.9. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
 - 9.9.1. The Family as a context for Human Development
 - 9.9.2. Family Functions
 - 9.9.3. Family Dynamics and Rules
 - 9.9.4. Roles within the Family Context
- 9.10. Social Changes and New Forms of Family Coexistence
 - 9.10.1. The Influence of Social Changes on the Family
 - 9.10.2. New Family Forms
- 9.11. Family Educational Styles
 - 9.11.1. Democratic Style
 - 9.11.2. Authoritarian Style
 - 9.11.3. Negligent Style
 - 9.11.4. Indulgent Style
- 9.12. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
 - 9.12.1. What is Psychosocial Risk?
 - 9.12.2. Psychosocial Risk Assessment Criteria
 - 9.12.3. Families in Psychosocial Risk Situations
- 9.13. Risk Factors vs. Protective Factors
 - 9.13.1. Risk Factors
 - 9.13.2. Protective Factors
- 9.14. Conceptualization of Psychoeducational Intervention and Models of Psychoeducational Intervention in the Family Environment
 - 9.14.1. Concept of Psychopedagogical Intervention in the Family Environment
 - 9.14.2. Models of Psychopedagogical Intervention
- 9.15. Addressees, Areas, and Contexts of Psychopedagogical Intervention
 - 9.15.1. Addressees of the Psychopedagogical Intervention
 - 9.15.2. Areas of the Psychopedagogical Intervention
 - 9.15.3. Contexts of the Psychopedagogical Intervention
- 9.16. Concept, Foundations, and Models of Socio-educational Intervention with Families
 - 9.16.1. The Socio-educational Intervention with Families
 - 9.16.2. Principles of Psychoeducational Intervention with Families
 - 9.16.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
 - 9.16.4. Models of Socio-educational Intervention with Families
- 9.17. Educational Teams of Socio-educational Intervention with Families, Professional Skills, and Instruments and Techniques
 - 9.17.1. Educational Teams of Family Intervention
 - 9.17.2. Professional Skills
 - 9.17.3. Tools and Techniques
- 9.18. Conceptualization and Typology of Child Maltreatment in the Family
 - 9.18.1. The Concept of Child Abuse
 - 9.18.2. Types of Child Maltreatment
- 9.19. Actions in the Face of Child Maltreatment in the Family
 - 9.19.1. Detection, Assessment, and Care
 - 9.19.2. Protocols
- 9.20. Family and School as Collaborative Environments. Forms of Family Participation in the School
 - 9.20.1. Family and School as Collaborative Environments
 - 9.20.2. Forms of Family Participation in School
 - 9.20.3. Parenting School and Parental Education

Module 10. Adaptation to Multiple Intelligence Situations

- 10.1. Neuroscience
 - 10.1.1. Introduction
 - 10.1.2. Concept of Neuroscience
 - 10.1.3. Neuromyths
 - 10.1.3.1. We only use 10% of the Brain
 - 10.1.3.2. Right Brain vs. Left Brain
 - 10.1.3.3. Learning Styles
 - 10.1.3.4. Male Brain vs. Female Brain
 - 10.1.3.5. Critical Learning Periods
- 10.2. The Brain
 - 10.2.1. Brain Structures
 - 10.2.1.1. Cerebral Cortex
 - 10.2.1.2. Cerebellum
 - 10.2.1.3. Basal Ganglia
 - 10.2.1.4. Limbic System
 - 10.2.1.5. Brainstem
 - 10.2.1.6. Thalamus
 - 10.2.1.7. Spinal Cord
 - 10.2.1.8. Main Functions of the Brain
 - 10.2.2. Triune Model
 - 10.2.2.1. The Reptilian Brain
 - 10.2.2.2. The Emotional Brain
 - 10.2.2.3. The neocortex
 - 10.2.3. Bilateral Model
 - 10.2.3.1. The Right Hemisphere
 - 10.2.3.2. The Left Hemisphere
 - 10.2.3.3. Functioning of the Cerebral Hemispheres
 - 10.2.4. Cognitive Brain and Emotional Brain
 - 10.2.4.1. The Rational Brain
 - 10.2.4.2. The Emotional Brain



- 10.2.5. Neurons
 - 10.2.5.1. What are they?
 - 10.2.5.2. Neuronal Pruning
- 10.2.6. What are Neurotransmitters?
 - 10.2.6.1. Dopamine
 - 10.2.6.2. Serotonin
 - 10.2.6.3. Endorphin
 - 10.2.6.4. Glutamate
 - 10.2.6.5. Acetylcholine
 - 10.2.6.6. Norepinephrine
- 10.3. Neuroscience and Learning
 - 10.3.1. What is learning?
 - 10.3.1.2. Learning as Accumulation of Information
 - 10.3.1.3. Learning as an Interpretation of Reality
 - 10.3.1.4. Learning as Action
 - 10.3.2. Mirror Neurons
 - 10.3.2.1. Learning by Example
 - 10.3.3. Levels of Learning
 - 10.3.3.1. Bloom's Taxonomy
 - 10.3.3.2. SOLO Taxonomy
 - 10.3.3.3. Levels of Knowledge
 - 10.3.4. Learning Styles
 - 10.3.4.1. Convergent
 - 10.3.4.2. Divergent
 - 10.3.4.3. Accommodating
 - 10.3.4.4. Assimilator
 - 10.3.5. Types of Learning
 - 10.3.5.1. Implicit Learning
 - 10.3.5.2. Explicit Learning
 - 10.3.5.3. Associative Learning
 - 10.3.5.4. Significant Learning
 - 10.3.5.5. Cooperative Learning
 - 10.3.5.6. Cooperative Learning
 - 10.3.5.7. Emotional Learning
 - 10.3.5.8. Rote Learning
 - 10.3.5.9. Discovery Learning
- 10.3.6. Competencies for Learning
- 10.4. Multiple intelligences
 - 10.4.1. Definition
 - 10.4.1.1. According to Howard Gardner
 - 10.4.1.2. According to other Authors
 - 10.4.2. Classification
 - 10.4.2.1. Linguistic Intelligence
 - 10.4.2.2. Logical-mathematical Intelligence
 - 10.4.2.3. Spatial Intelligence
 - 10.4.2.4. Musical Intelligence
 - 10.4.2.5. Body and Kinesthetic Intelligence
 - 10.4.2.6. Intrapersonal Intelligence
 - 10.4.2.7. Interpersonal Intelligence
 - 10.4.2.8. Naturopathic Intelligence
 - 10.4.3. Multiple Intelligences and Neurodidactics
 - 10.4.4. How to Work the IIMM in the Classroom
 - 10.4.5. Advantages and Disadvantages of Applying the IIMM in Education
- 10.5. Neuroscience-Education
 - 10.5.1. Neuroeducation
 - 10.5.1.1. Introduction
 - 10.5.1.2. What is Neuroeducation?
 - 10.5.2. Brain Plasticity
 - 10.5.2.1. Synaptic Plasticity
 - 10.5.2.2. Neurogenesis
 - 10.5.2.3. Learning, Environment, and Experience
 - 10.5.2.4. The Pygmalion Effect

- 10.5.3. Memory
 - 10.5.3.1. What is Memory?
 - 10.5.3.2. Types of Memory
 - 10.5.3.3. Levels of Processing
 - 10.5.3.4. Memory and Emotion
 - 10.5.3.5. Memory and Motivation
- 10.5.4. Emotion
 - 10.5.4.1. Binomial Emotion and Cognition
 - 10.5.4.2. Primary Emotions
 - 10.5.4.3. Secondary Emotions
 - 10.5.4.4. Functions of Emotions
 - 10.5.4.5. Emotional States and Implication in the Learning Process
- 10.5.5. Attention
 - 10.5.5.1. Attentional Networks
 - 10.5.5.2. Relationship between Attention, Memory, and Emotion
 - 10.5.5.3. Executive Attention
- 10.5.6. Motivation
 - 10.5.6.1. The 7 stages of School Motivation
- 10.5.7. Contributions of Neuroscience to Learning
- 10.5.8. What is Neurodidactics?
- 10.5.9. Contributions of Neurodidactics to Learning Strategies
- 10.6. Neuroeducation in the Classroom
 - 10.6.1. The figure of the Neuroeducator
 - 10.6.2. Neuroeducational and Neuropedagogical Importance
 - 10.6.3. Mirror Neurons and Teacher Empathy
 - 10.6.4. Empathic Attitude and Learning
 - 10.6.5. Classroom Applications
 - 10.6.6. Classroom Organization
 - 10.6.7. Proposal for Classroom Improvement
- 10.7. Playing and New Technologies
 - 10.7.1. Etymology of Playing
 - 10.7.2. Benefits of Playing
 - 10.7.3. Learning by Playing
 - 10.7.4. The Neurocognitive Process
 - 10.7.5. Basic Principles of Educational Games
 - 10.7.6. Neuroeducation and Board Games
 - 10.7.7. Educational Technology and Neuroscience
 - 10.7.7.1. Integration of Technology in the Classroom
 - 10.7.8. Development of Executive Functions
- 10.8. Body and Brain
 - 10.8.1. The Connection between Body and Brain
 - 10.8.2. The Social Brain
 - 10.8.3. How do we prepare the Brain for Learning?
 - 10.8.4. Feeding
 - 10.8.4.1. Nutritional Habits
 - 10.8.5. Rest
 - 10.8.5.1. Importance of Sleep in Learning
 - 10.8.6. Exercise
 - 10.8.6.1. Physical Exercise and Learning
- 10.9. Neuroscience and School Failure
 - 10.9.1. Benefits of Neuroscience
 - 10.9.2. Learning Disorders
 - 10.9.3. Elements for a Success-oriented Pedagogy
 - 10.9.4. Some suggestions for improving the Learning Process
- 10.10. Reason and Emotion
 - 10.10.1. The Binomial Reason and Emotion
 - 10.10.2. What are Emotions for?
 - 10.10.3. Why Educate Emotions in the Classroom?
 - 10.10.4. Effective Learning through Emotions

Module 11. Technological Innovation in Teaching

- 11.1. Advantages and Disadvantages of the Use of Technology in Education
 - 11.1.1. Technology as a Means of Education
 - 11.1.2. Advantages of Use
 - 11.1.3. Inconveniences and Addictions
- 11.2. Educational Neurotechnology
 - 11.2.1. Neuroscience
 - 11.2.2. Neurotechnology
- 11.3. Programming in Education
 - 11.3.1. Benefits of Programming in Education
 - 11.3.2. Scratch Platform
 - 11.3.3. Confection of the First Hello World
 - 11.3.4. Commands, Parameters and Events
 - 11.3.5. Export of Projects
- 11.4. Introduction to the *Flipped Classroom*
 - 11.4.1. On what is it based?
 - 11.4.2. Examples of use
 - 11.4.3. Video Recording
 - 11.4.4. YouTube
- 11.5. Introduction to Gamification
 - 11.5.1. What is Gamification?
 - 11.5.2. Success Stories
- 11.6. Introduction to Robotics
 - 11.6.1. The Importance of Robotics in Education
 - 11.6.2. Arduino (Hardware)
 - 11.6.3. Arduino (Programming Language)

- 11.7. Tips and Examples of Use in the Classroom
 - 11.7.1. Combining Innovation Tools in the Classroom
 - 11.7.2. Real Examples
- 11.8. Introduction to Augmented Reality
 - 11.8.1. What is AR?
 - 11.8.2. What are the Benefits in Education?
- 11.9. How to Develop Your Own Apps in AR
 - 11.9.1. Vuforia
 - 11.9.2. Unity
 - 11.9.3. Examples of use
- 11.10. Samsung *Virtual School Suitcase*
 - 11.10.1. Immersive Learning
 - 11.10.2. The Backpack of the Future



Boost your profile with a Professional Master's Degree that will allow you to develop key aspects to identify social and labor problems in high-risk environments"

06

Methodology

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

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



“

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

At TECH we use the Case Method

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

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



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

“

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

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

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



Relearning Methodology

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

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

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



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.



07

Certificate

The Professional Master's Degree in Social and Occupational Psychopedagogy guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Technological University.



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

This **Professional Master's Degree in Social and Occupational Psychopedagogy** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Social and Occupational Psychopedagogy**

Official N° of hours: **1,500 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION 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
development language
virtual classroom



Professional Master's Degree Social and Occupational Psychopedagogy

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

Social and Occupational Psychopedagogy