

Postgraduate Certificate Eating Disorders in Autism





Postgraduate Certificate Eating Disorders in Autism

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

Website: www.techtute.com/in/education/postgraduate-certificate/eating-disorders-autism

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01

Introduction

Problems related to food selectivity are one of the biggest difficulties faced by people with Autism Spectrum Disorder. This reality affects their psychosocial development in a transcendental way and is one of the most important work camps facing educators. Therefore, this academic program is presented as an immediate response to this situation, providing the professional with the opportunity to know the most up-to-date intervention methods in areas such as Neurological Swallowing Control. A degree developed with the intervention of experts in the area and for its study completely online, which gives a guarantee of comfort, dynamism and quality.





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With this Course you will specialize in eating disorders of people with Autism in just a few weeks of intensive and dynamic work"

For children with autism, the prevalence of eating disorders is high. One of the main causes of these disorders are sensory alterations, which can lead to a serious nutritional problem. In this sense, identifying the needs of the student early in the school environment is a task that can be fulfilled by the professional education sector and work in a multidisciplinary manner.

In order to provide that comprehensive and complete response, TECH has developed this academic program that groups the most up-to-date and relevant topics in terms of Eating Disorders in Autism. A comprehensive and updated agenda according to the experience of the renowned teachers involved in its design.

The graduate, therefore, will be able to detect early this type of alterations in their students; for this purpose they will study everything concerning the orofacial apparatus and the process of swallowing, contemplating the various most common difficulties. In this sense, you will get the main tools and methods that will allow you to make a precise intervention, in addition to mastering the Basic Methodological Principles, the intervention techniques to give the necessary support to your students with ASD.

Also, through this degree will be studied in a practical way the general guidelines of intervention in food and proposals for psychoeducational mediation in case. This will be possible thanks to the exclusive material that prestigious professionals in the area have designed for this 100% online program that allows to be completed from any device with internet connection, in just 6 weeks.

This **Postgraduate Certificate in Eating Disorders in Autism** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ The development of practical cases presented by experts in NSpeech Neurorehabilitation and Orofacial Therapy
- ♦ The graphic, schematic, and practical content with which they are created, provides 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



Learn, through this complete academic itinerary, the most advanced psychoeducational intervention methods in eating disorders present in students and users with ASD"



A high educational academic level that will allow you to intervene as a specialist in the work with children of the Autism spectrum to their eating problems"

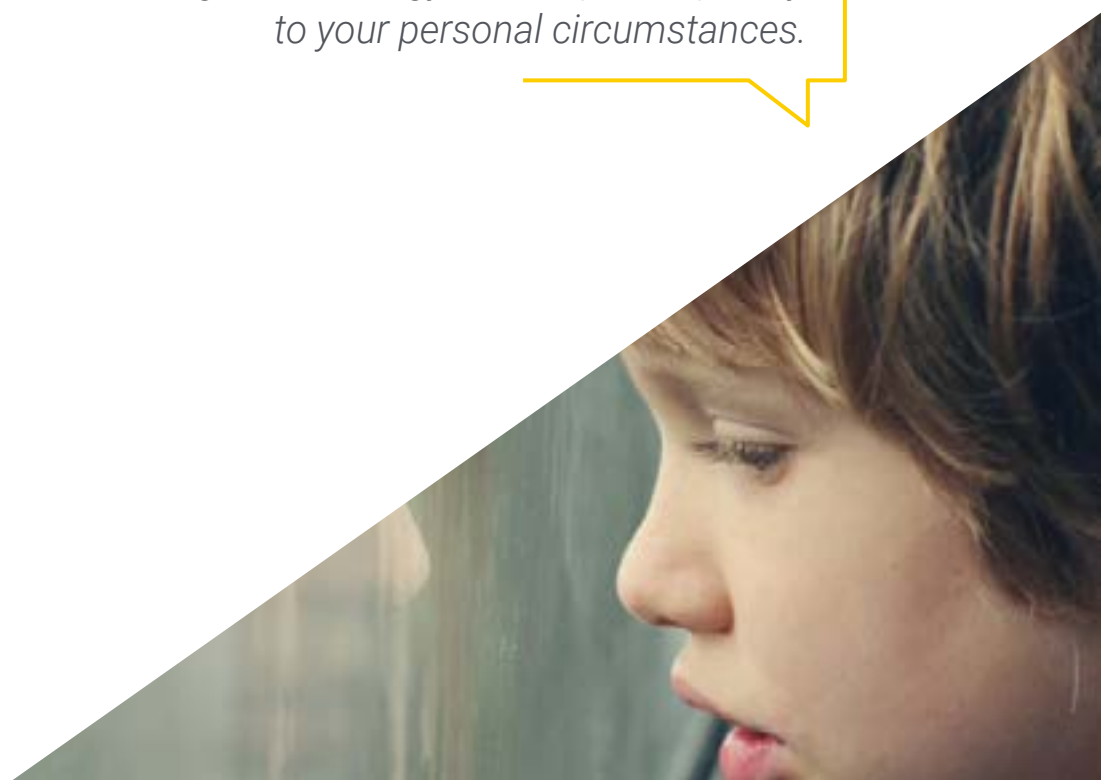
You will be updated on the latest advances and techniques in nutritional intervention for students with Autism in a program created for professionals in the school environment.

You will not have to worry about rigid schedules because TECH's 100% online teaching methodology will adapt completely to your personal circumstances.

The program's teaching staff includes professionals from the field who contribute their work experience to this educational 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 education 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 during the academic year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02 Objectives

TECH has contemplated for this Diploma a series of topics chosen by experts in the area of Feeding Disorders in Autism so that the graduate obtains new tools that allow them to successfully intervene in each case that arises. Through a series of general and specific objectives to reach the goal in only 6 weeks, with the most updated knowledge of the current pedagogical market, you will be able to address the difficulties during the feeding process of students with ASD and create innovative proposals.





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You will be able to successfully manage the detection and early diagnosis of Autism Spectrum Disorder in the school environment”



General Objectives

- ♦ Develop a broad body of knowledge of the anatomical and functional basis of the central and peripheral nervous system
- ♦ Study the anatomy and function of the organs involved in basic functions such as respiration, phonation and swallowing
- ♦ Acquire knowledge in both assessment and speech therapy intervention
- ♦ Delve into rehabilitation techniques supported by clinical practice
- ♦ Develop intervention skills acquired from complementary disciplines such as neuropsychology, physiotherapy and psychology
- ♦ Become proficient in the assessment, diagnosis and treatment of neurofunctional and logopedic disorders in specific groups with neurodevelopmental or syndromic disorders
- ♦ Know various approaches and intervention programs in neurological and speech therapy neurorehabilitation





Specific Objectives

- Know the concept of ASD and how sensory profiles influence diet
- Study potential strategies to deal with difficulties during feeding
- Learn how to develop work programs that enhances feeding function
- Provide support strategies in terms of understanding the context through visual, tactile and auditory support
- Generate practical tools to be implemented in natural contexts
- Promote the creation of individualized, flexible diet programs based on the interests of autistic children

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You will be able to create innovative proposals to solve the nutritional difficulties of students with ASD”

03

Course Management

Professionals of great prestige and recognition in their field have been involved in the design and development of the content of this academic program. With decades of experience, multiple interventions, research and real cases of Feeding Disorders in Autism, the highest quality will be offered in each topic of study. A unique opportunity that only TECH , could offer. In addition, the student will be guided by experts throughout the tour.





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You will be accompanied by the most reputable teachers in the field, sharing high-value content”

Management



Ms. Santacruz García, Estefanía

- ◆ Social integrator and clinical speech therapist at Uner La Clinic.
- ◆ Teacher at CEFIRE
- ◆ Specialist in Orofacial and Myofunctional Therapy



Dr. Borrás Sanchís, Salvador

- ◆ Psychologist, Teacher and Speech Therapist
- ◆ Educational Counselor at Generalitat Valenciana, Consejería de Educación (Valencian Regional Government)
- ◆ Abile Education Specialist
- ◆ Avance SL Partner
- ◆ Pedagogical Advisor and External Collaborator of Aula Salud (an organization to promote health in the classroom).
- ◆ Pedagogical Director in iteNlearning
- ◆ Author of "Guide for the Reeducation of Atypical Swallowing and Associated Disorders"
- ◆ Pedagogical Director in the Instituto DEIAP (Institute for Comprehensive Development and Psychoeducational Care).
- ◆ Degree in Psychology
- ◆ Hearing and Speech Teacher
- ◆ Diploma in Speech Therapy

Professors

Ms. Álvarez Valdés, Paula del Carmen

- ♦ Clinical Speech Therapist Specialist in Myofunctional Therapy
- ♦ Clinical Speech Therapist Specialist in Myofunctional Therapy
- ♦ Diploma in Psychodiagnosis and Early Care Treatment
- ♦ Direct collaboration in Dental Office
- ♦ Master's Degree in Special Education and in Foreign Languages from the Pontifical University of Salamanca
- ♦ ISEP Master's Degree in Myofunctional Therapy

Dr. Carrasco de Larriva, Concha

- ♦ Psychologist at PEROCA
- ♦ Clinical Neuropsychologist accredited by the General Council of Psychology in Spain
- ♦ Assistant Professor of the Department of Psychology at the Catholic University San Antonio of Murcia
- ♦ Degree in Psychology from the University of Granada
- ♦ Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- ♦ Postgraduate degree in Cognitive Rehabilitation from ISEP
- ♦ Expert in Child and Cognitive Rehabilitation by the Francisco de Vitoria University
- ♦ Qualified for the assessment of Autism with the Autism Diagnostic Observation Scale ADOS.

Ms. García Gómez, Andrea Maria

- ♦ Speech therapist specialized in Acquired Brain Injury Neurorehabilitation
- ♦ Speech therapist at UNER Clinic
- ♦ Speech therapist at Integra Brain Injury
- ♦ Speech therapist at Ineuro
- ♦ Graduate in Speech Therapy
- ♦ Master's Degree in Speech Therapy Neurorehabilitation in Acquired Brain Injury

Ms. Jiménez Jiménez, Ana

- ♦ Clinical Neuropsychologist and Social Worker
- ♦ Clinical Neuropsychologist at Integra Cerebral Damage
- ♦ Neuropsychologist at UNER Clinic
- ♦ Educator of the Social Action Team Murcia in Cáritas Spain.
- ♦ Degree in Social Work at the University of Murcia
- ♦ Degree in Psychology from UNED
- ♦ Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ♦ Master's Degree in General Health Psychology by UNED

Ms. Martín Bielsa, Laura

- ♦ Speech Therapist Expert in Speech Pathology, Child Development and Early Childhood Attention
- ♦ Diploma in Teaching and Dean of the Professional Association of Speech Therapists of Aragon
- ♦ Director of the Master's Degree in Vocal Therapy, Cardenal Herrera University

Ms. Santacruz García, Raquel

- ♦ Specialist in Pedagogy and Nutrition.
- ♦ Dietician of the Hispanic Ballet Company
- ♦ Dancer at the Andalusian Dance Center
- ♦ Graduate in Human Nutrition and Dietetics by the Catholic University San Antonio
- ♦ Specialist in Dance Pedagogy by the Theatre Institute of Barcelona
- ♦ Intermediate Degree in Classical Dance at the Conservatory of Murcia

Ms. López Samper, Belén

- ♦ General Health Psychology and Clinical Neuropsychologist
- ♦ Psychologist. Alcaraz Institute
- ♦ Psychologist. IDEAT Center
- ♦ Neuropsychologist Clínica UNER - Assessment and Integral Rehabilitation of Brain Injury
- ♦ Specialized in Child and Adult Neurorehabilitation at the Integral Center for Brain Injury
- ♦ Master's Degree in Special Educational Needs and Early Care, Developmental and Child Psychology. International University of Valencia
- ♦ Master's Degree in Clinical Neuropsychology, Neuropsychology. AEPPCC
- ♦ Master's Degree in General Health Psychology. International University of Valencia
- ♦ Degree in Psychology. Miguel Hernández University of Elche

Ms. Muñoz Boje, Rocío

- ♦ Occupational Therapist Specialist in Neurorehabilitation at the Uner Clinic
- ♦ Degree in Occupational Therapy
- ♦ Occupational Therapist Specialist in Neurorehabilitation

Ms. Sanz Pérez, Nekane

- ♦ Clinical Speech Therapist specialized in Acquired Cerebral Palsy
- ♦ Teacher in Iberocardio for Aspace (Main Confederation and Entity for Cerebral Palsy Care in Spain)

Ms. Selva Cabañero, Pilar

- ♦ Nurse Specialist in Obstetric-Gynecological Nursing (Midwife)
- ♦ Obstetrical-Gynecological Nursing Teaching Unit of the University of Murcia at the University General Hospital Santa Lucía in Murcia.
- ♦ Publication, Ankyloglossia and the Success of Breastfeeding, ISBN13: 978- 84- 695- 5302- 2. 2012

Ms. Navarro Marhuenda, Laura

- ♦ Neuropsychologist at Kinemas
- ♦ Specialist in Child and Adult Neurorehabilitation in Integral Center of Brain Injury
- ♦ Master's Degree in Speech Neurorehabilitation and Vital Function Analysis
- ♦ Neuropsychologist at INEURO
- ♦ Neuropsychologist at UNER CLINIC
- ♦ Degree in Psychology from the Miguel Hernández University of Elche
- ♦ Master's Degree in Health Psychology from the Miguel Hernández University of Elche
- ♦ Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ♦ Master's Degree in Pediatric Neurology and Neurodevelopment by CEU Cardena Herrera University

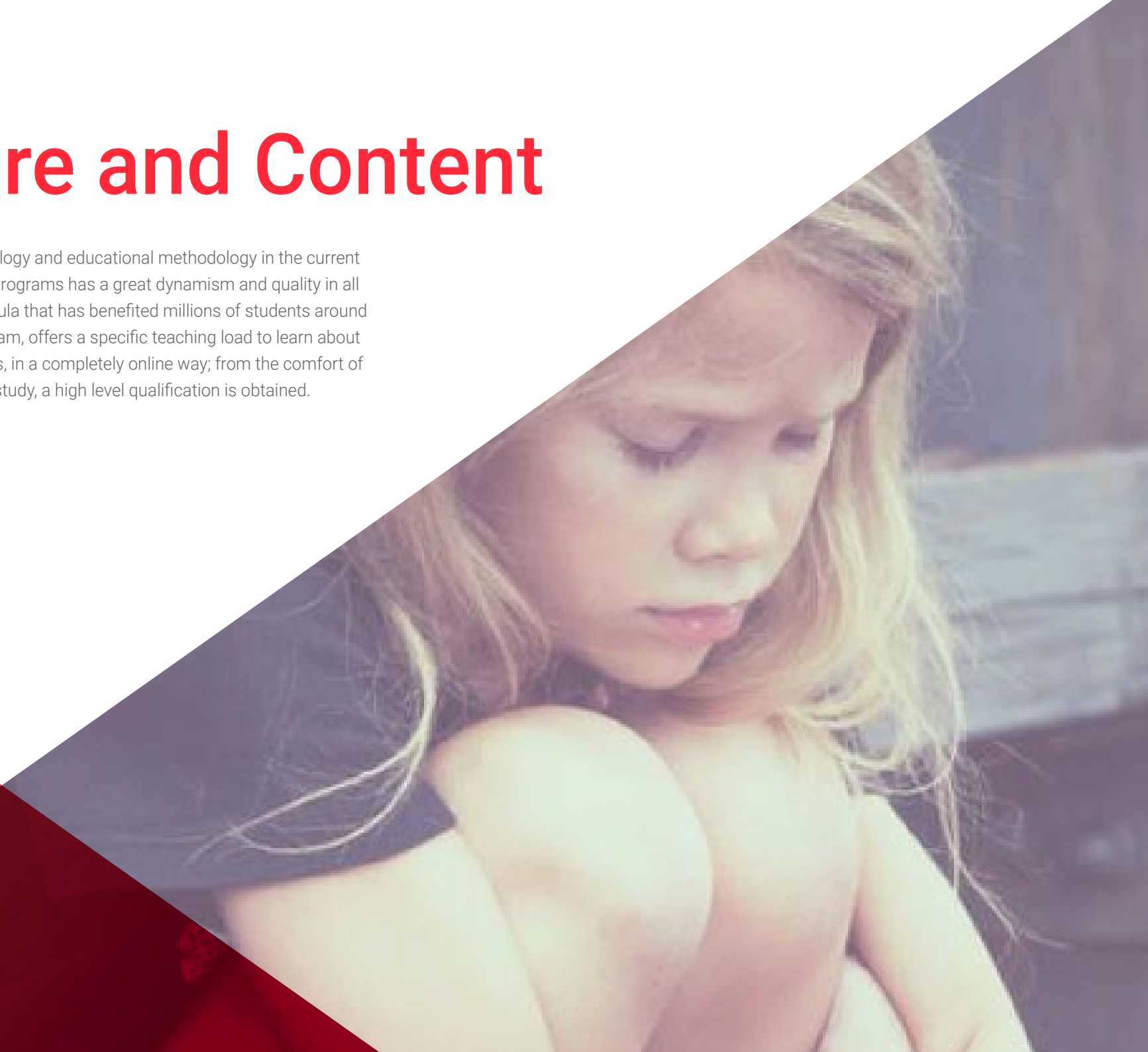
Ms. Gallego Díaz, Mireia

- ♦ Hospital Speech Therapist
- ♦ Occupational Therapist
- ♦ Speech Therapist Expert in Swallowing Disorderst

04

Structure and Content

TECH has the most modern technology and educational methodology in the current educational market, so each of its programs has a great dynamism and quality in all its content. A unique teaching formula that has benefited millions of students around the world and today, with this program, offers a specific teaching load to learn about Feeding Disorders in Autism. All this, in a completely online way; from the comfort of choosing where, how and when to study, a high level qualification is obtained.



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Studying 100% online gives you the advantages you need in the current context. Enroll now and enjoy the best study methodology that only TECH can offer you"

Module 1. Differential Diagnosis of Autism Spectrum Disorder (ASD)

- 1.1. Definition and History of ASD
 - 1.1.1. Breathing
 - 1.1.2. Respiratory Pattern and Classification
 - 1.1.3. Airway Analysis
 - 1.1.4. Chewing
 - 1.1.5. Swallowing
 - 1.1.6. Stomatognathic System Structures Involved in Swallowing
 - 1.1.7. Neurological Structures Involved in Swallowing
 - 1.1.8. Neurological Control of Swallowing
 - 1.1.9. Neurogenic Dysphagia
 - 1.1.10. Relation between Breathing and Swallowing: Importance of Breathing-Swallowing Coordination during - Swallowing
- 1.2. Detection and Early Onset Diagnosis of Autism Spectrum Disorder
 - 1.2.1. Unit objectives
 - 1.2.2. Introduction
 - 1.2.3. Features of a TEA
 - 1.2.4. Social Communication and Interaction
 - 1.2.5. Communication Skills
 - 1.2.6. Social Interaction Skills
 - 1.2.7. Behavioral and Thought Flexibility
 - 1.2.8. Sensory processing
 - 1.2.9. Scales and Instruments
 - 1.2.10. Conclusions
 - 1.2.11. BIBLIOGRAPHY
- 1.3. General methodological principles in the treatment of persons with ASD
 - 1.3.1. Introduction
 - 1.3.2. Basic Methodological Principles
 - 1.3.3. Intervention Techniques
 - 1.3.4. Intervention Support for people with ASD
 - 1.3.5. Teacch working system





- 1.4. General Diet Intervention Guidelines
 - 1.4.1. General Intervention Guidelines
 - 1.4.2. Order of Food Introduction
 - 1.4.3. Recommendations
 - 1.4.4. Conclusions
- 1.5. Dietary Problems in Children with ASD: Single Case Intervention Proposal. Part 1
 - 1.5.1. Introcuton to Dietary Problems in Children with Autism
 - 1.5.2. Clinical case qualitative assessment
 - 1.5.3. Example of Structural and Functional Orofacial Assessment
 - 1.5.4. Speech Therapy Intervention Strategies
- 1.6. Dietary Problems in Children with ASD: Single Case Intervention Proposal. Part 2
 - 1.6.1. Speech Therapy Intervention Program
 - 1.6.2. Enhance the Awareness and Control of Respiratory Functions
 - 1.6.3. Nasal Hygiene
 - 1.6.4. Promote nasal breathing and blowing
 - 1.6.5. Enhancing Olfactory Sensory Response
 - 1.6.6. Dietary Function
 - 1.6.7. Oral Sensitivity
 - 1.6.8. Oral Hygiene
 - 1.6.9. Oral Stimulation
 - 1.6.10. Oral Motor Skills
 - 1.6.11. Oral Stereognosia
 - 1.6.12. Gag Reflex Inhibition
 - 1.6.13. Taste Stimulation
 - 1.6.14. Masticatory Muscle Relaxation
 - 1.6.15. Chewing without Food
 - 1.6.16. Chewing with Food

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Methodology

This training program offers 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 Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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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. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to 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 specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



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 multimedia content presentation training Exclusive system 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 your 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 Certificate in Eating Disorders in Autism guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 **Postgraduate Certificate in Eating Disorders in Autism** contains the most complete and up-to-date program on the market.

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

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

Title: **Postgraduate Certificate in Eating Disorders in Autism**

Official N° of Hours: **175 hours**.



*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 quality
development language
virtual classroom

tech technological
university

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