Postgraduate Certificate

Motor Disorders, Musculoskeletal and Nervous System Diseases

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Postgraduate Certificate
Motor Disorders, Musculoskeletal and Nervous System Diseases

- Modality: **online**
- Duration: **6 weeks**
- Certificate: **TECH Global University**
- Credits: **6 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-certificate/motor-disorders-musculoskeletal-nervous-system-diseases**

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01

Introduction

Tourette's or Parkinson's are diseases that stem from neurological conditions and in many cases affect children and young people in the developmental stage. This poses a challenge in education, since Locomotor Disorders have a negative influence on the performance of tasks such as writing and physical activity. In this context, it is the teacher who has to implement alternative practices that facilitate the education of students in general areas of knowledge. Therefore, TECH has designed this 100% online program in order to grant innovative instruments and tools through audiovisual content, complementary readings and practical exercises of real cases. In addition, it stands out for its ease of access, requiring only a device with an Internet connection.

Identify the main educational intervention techniques according to the developmental stages for each student"

Motor skills are an important aspect of education, since they allow the students to perform activities such as dance, sports and writing, techniques used for learning general areas of knowledge. However, when suffering from a disease that affects the Locomotor System, it is necessary to implement new models that allow to demonstrate the progress and development of each student, so methodologies focused on the use of the voice would be more fruitful.

Due to this, the teachers have to update their knowledge according to new academic advances and new practices in the classroom. This will provide them with new competencies that will improve and expand their vision of education. For this reason, TECH has designed this 100% online program in order for the teaching professionals to adopt assessment and intervention strategies in Nervous System Disorders.

All this, presented in a syllabus full of high-impact audiovisual material, complementary and informative readings and practical exercises based on real cases. Also, the program has the facility to be developed remotely, regardless of place or time and only need a device with an Internet connection. In addition, you will be able to download the content of the program to review it as many times as necessary and even have it at hand once you have completed your qualification.

This **Postgraduate Certificate in Motor Disorders, Musculoskeletal and Nervous System Diseases** contains the most complete and up-to-date educational program on the market. The most important features include:

- Practical cases presented by experts in Motor Disorders, Musculoskeletal and Nervous System Diseases
- The graphic, schematic, and practical contents with which they are created, provide 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

Apply the most distinguished techniques in the field of education according to Musculoskeletal Disorders"

You will have access to the Virtual Campus 24 hours a day, so you will be able to go deeper into the syllabus and improve in those aspects that are difficult for you"

It is a Postgraduate Certificate designed by the best minds in the industry, who hope to contribute significantly to your profession.

TECH offers you an innovative and high-impact program, tailored to your needs to achieve your professional goals.

The program includes in its teaching staff professionals from the sector who pour into this training the experience of their work, in addition to recognized specialists from reference societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professionals 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 professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

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Objectives

TECH's main objective for this program is to provide teaching professionals with updated knowledge and skills on the speech therapy management of students with musculoskeletal disorders. In this way, they will acquire new educational resources to apply them in different cases in the classroom. Once the Postgraduate Certificate is completed, the graduates will have new tools that will lead them to perform a better deployment of the praxis.

Fulfill your goals together with TECH and become a renowned professional in the field of pedagogy focused on Movement Disorders"

General Objectives

- Know how Special Education has evolved, especially regarding international entities such as UNESCO
- Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- Collaborate in supporting families/legal guardians in the development of students
- Participate in the assessment and diagnosis of special educational needs
- Elaborate the adaptations required by students with special educational needs
- Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- Know the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students
- Establish measures both in the classroom, school and environment for students with special educational needs to enable their full inclusion in today's society

Specific Objectives

- Know and define the different motor disorders
- Differentiate and recognize the incidences in the stages of development
- Use technical aids in the teaching and learning process of students with special motor needs
- Collaborate in the design of adapted spaces for wide use in the educational community
- Coordinate teaching teams for the appropriate use of prostheses and other technical aids

Upon completion of this program you will be an expert in the management of academic resources for the education of students with Locomotor difficulties"

03

Course Management

The faculty that makes up the program was selected by TECH based on the highest standards of academic quality. They are experts in the field, who are recognized for their contributions and research and are part of respected educational institutions. They also stand out for their commitment to the new generations, providing innovative learning tools developed from their experience and years of service.

You will have at your disposal experts in the Locomotor System who pour into this program all their knowledge for the benefit of your career"

Management

Dr. Mariana Fernández, María Luisa

- Educational Guidance and Professor
- Head of Studies in CEPA Villaverde
- Head of the Guidance Department at Juan Ramón Jiménez Secondary School
- Educational counselor at the Department of Education of the Community of Madrid
- Teacher in postgraduate studies
- Speaker at Educational Guidance Congresses
- PhD in Education from the Autonomous University of Madrid
- Degree in Industrial Psychology from the Complutense University Madrid

Professors

Mr. Serra López, Daniel

- Special Education Technical Assistant at the Gil Gayarre Foundation
- Educational Technical Assistant in Special Education
- Educnatur Special Education Monitor
- Special Education Teacher and Tutor at C.E.E. Virgen del Loreto
- Graduate in Primary Education by ESCUNI Magisterio University Center
- Professional Master's Degree in Inclusive Education and High Abilities from CEU Cardenal Herrera University
- Postgraduate Diploma in Attention to students with Special Educational Needs in Secondary Education by CEU Cardenal Herrera University

Ms. Vílchez Montoya, Cristina

- Teacher in Primary Education, expert in Therapeutic Pedagogy
- Teacher in postgraduate university studies
- English teacher at The Story Corner
- Degree in Primary Education with mention in Therapeutic Pedagogy

Ms. Ruiz Rodríguez, Rocío

- Special Education Technical Assistant at the Gil Gayarre Foundation
- Educational technical assistant with expertise in Special Education
- Coordinator for events with children and young people
- Instructor in toy libraries and children's leisure centers
- Support service for children with special educational needs
- Graduate in Primary Education

Mr. Pérez Mariana, Julio Miguel

- Leisure and free time instructor in camps and extracurricular activities
- Swimming instructor
- Primary Education Teacher
- Superior Technician in Physical and Sports Activities Animation
- Technician in Conduction of Physical-Sports Activities
- Specialized instructor course for youngsters with special educational needs

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Structure and Content

The syllabus of this program was designed to delve in depth into the Locomotor System Diseases and those that affect the Central Nervous System. This, in order for students to achieve an academic update of their current knowledge according to the future needs of the field. Therefore, this Postgraduate Certificate contains one of the best educational syllabus, full of audiovisual material, complementary readings and practical exercises carried out in real cases.

You will be able to access the study material as many times as you want, you will only need a device with an Internet connection"

Module 1. Neurodevelopmental Disorders: Motor Disorders/Musculoskeletal Disorders/Nervous System Diseases

1.1. Concept and Definition of Motor Disorders/Diseases of the Musculoskeletal and Connective System
- 1.1.1. Definition of the Locomotor System
- 1.1.2. Functions of the Locomotor System according to
- 1.1.3. Importance of the Locomotor System
- 1.1.4. Development of the Locomotor System according to
- 1.1.5. Referred Disorders of the Locomotor System
- 1.1.6. Definition of the Musculoskeletal System
- 1.1.7. Functions of the Musculoskeletal System
- 1.1.8. Importance of the Musculoskeletal System
- 1.1.9. Development of the Musculoskeletal System
- 1.1.10. Disorders of the Muculoskeletal System
- 1.1.11. Definition of the Connective System
- 1.1.12. Functions of the Connective System
- 1.1.13. Importance of the Connective System
- 1.1.14. Development of the Connective System
- 1.1.15. Disorders of the Connective System

1.2. Classification of Motor Disorders/ Musculoskeletal System and Connective System Diseases
- 1.2.1. Relationship between DSM V and ICD-10 Classifications between Motor Disorders and Skeletal System and Connective System Disorders
- 1.2.2. DSM V Classification
- 1.2.3. Disorders Not Included in the DSM V
- 1.2.4. ICD 10 Classification
- 1.2.5. Disorders Not Included in the ICD 10
- 1.2.6. The Need for Consensus between Both Classifications
- 1.2.7. Common Disorders in DSM V and ICD 10
- 1.2.8. Differences in Classification between DSM V and ICD 10
- 1.2.9. Contributions of the Differences between DSM V and ICD-10 Classifications to the Work of the Teacher Specialized in Therapeutic Pedagogy for Teachers.
- 1.2.10. Common Contributions of DSM V and ICD-10 Classifications to the Work of the Teacher Specialist in Therapeutic Pedagogy

1.3. Incidences in Developmental Stages
- 1.3.1. Definition and Concept of Motor Developmental Stages
- 1.3.2. Definition and Concept of the Musculoskeletal and Connective Systems Developmental Stages
- 1.3.3. The Need to Unify the Stages
- 1.3.4. Milestones in Development
- 1.3.5. Embryo and Fetus Incidents: Consequences
- 1.3.6. Incidents During the First Year of Life Consequences
- 1.3.7. Proximate-Distal Law Incidents: Consequences
- 1.3.8. Cephalocaudal Law Incidents: Consequences
- 1.3.9. Gait Incidents: Consequences
- 1.3.10. Other Incidents

1.4. Multiprofessional Coordination
- 1.4.1. Definition of Multiprofessional Coordination
- 1.4.2. The Need for Multiprofessional Coordination
- 1.4.3. Family as the Core of Multiprofessional Coordination
- 1.4.4. Diagnosing Disorders
- 1.4.5. Education Center Professionals: Coordination
- 1.4.6. Physiotherapist Intervention in and out of School
- 1.4.7. Orthoprosthetist Intervention in and out of School
- 1.4.8. Education Center External Professionals: Coordination
- 1.4.9. Coordination between Internal and External Professionals
- 1.4.10. The Teacher Specialist in Therapeutic Pedagogy as a Liaison between Professionals

1.5. Documentation and Organization According to Student Needs
- 1.5.1. Disorder Diagnosis Documentation
- 1.5.2. Disorder Revisions and Follow-up
- 1.5.3. Physiotherapist Documentation
- 1.5.4. Disorder Revisions and Follow-up by Physiotherapists
- 1.5.5. Orthotist Documentation
- 1.5.6. Disorder Revisions and Follow-up by Orthotists
- 1.5.7. School Documentation
- 1.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
- 1.5.9. Elaborating Individual Curricular Adaptation Documents
- 1.5.10. Individual Curricular Adaptation Document Follow-up

1.6. Educational Intervention According to Developmental Stage
- 1.6.1. Developmental Milestones for Educational Intervention
- 1.6.2. Diagnosis. Early Stimulation
- 1.6.3. Educational Intervention to Promote Cephalic Support
- 1.6.4. Educational Intervention to Promote Torso Support
- 1.6.5. Educational Intervention to Promote Support to Stand Upright
- 1.6.6. Educational Intervention to Promote Proximal-Distal Law
- 1.6.7. Educational Intervention to Promote Cephalic-Caudal Law
- 1.6.8. Educational Intervention to Promote Gait
- 1.6.9. Educational Intervention to Improve Hypotonia
- 1.6.10. Educational Intervention to Improve Hypotonia

1.7. Adapted Individual Tools and Supplies
- 1.7.1. Concept of School Activities
- 1.7.2. The Need for Preliminary Activities for Special Educational Needs Students
- 1.7.3. The Need for Final Activities for Special Educational Needs Students
- 1.7.4. Classroom Adaptation
- 1.7.5. School Adaptation
- 1.7.6. Tabletop Supplies
- 1.7.7. School Ambulation Supplies
- 1.7.8. School Recess Supplies
- 1.7.9. Food and Cleaning Supplies at School
- 1.7.10. Other Materials

1.8. Adapted Collective Tools and Supplies
- 1.8.1. Concept of Collective Tools and Supplies: The Need to Include Students
- 1.8.2. Tools and Supplies Classification According to the Setting
- 1.8.3. Tools and Supplies Classification According to Use
- 1.8.4. Classroom Supplies
- 1.8.5. School Supplies
- 1.8.6. Recess Area Supplies
- 1.8.7. Cafeteria and Bathroom Supplies
- 1.8.8. Information and Signs for Common Use
- 1.8.9. Adapting Common Spaces: Ramps and Elevators
- 1.8.10. Other Tools and Supplies

1.9. School-Based Socio-Community Intervention
- 1.9.1. Concept of Socio-Community Intervention
- 1.9.2. Justification of Socio-Community Intervention in Special Educational Needs Students
- 1.9.3. Coordinated Intervention by All Education Professionals at School
- 1.9.4. Coordinated intervention by Non-Teaching School Personnel
- 1.9.5. Coordinated Intervention with Class families
- 1.9.6. Intervention with External Resources: Extracurricular Outings
- 1.9.7. Intervention with External Cultural Resources: Zoos or Museums, and Others
- 1.9.8. Coordinated Intervention with Other Resources in the Immediate Surroundings: Library or Municipal Sports Center, and Others
- 1.9.9. Applying for Socio-Community Resources: Scholarships and Other Aid
- 1.9.10. Other Socio-Community Interventions

1.10. Evaluation and Prognosis
- 1.10.1. First Diagnosis: Family Reaction
- 1.10.2. Family Support in Accepting the Diagnosis
- 1.10.3. Information and Family Meetings
- 1.10.4. Information and Special Needs Student Meetings
- 1.10.5. School Intervention in Assessment: The Role of Specialized Teachers in Therapeutic Pedagogy for High School
- 1.10.6. Multiprofessional Intervention in the Evaluation
- 1.10.7. Joint Measures to Achieve the Best Prognosis
- 1.10.8. Programming a Multiprofessional Intervention Schedule
- 1.10.9. Intervention Review and Follow-up: Evaluation
- 1.10.10. Improvement Proposals for Multiprofessional Intervention

05

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.

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.

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:

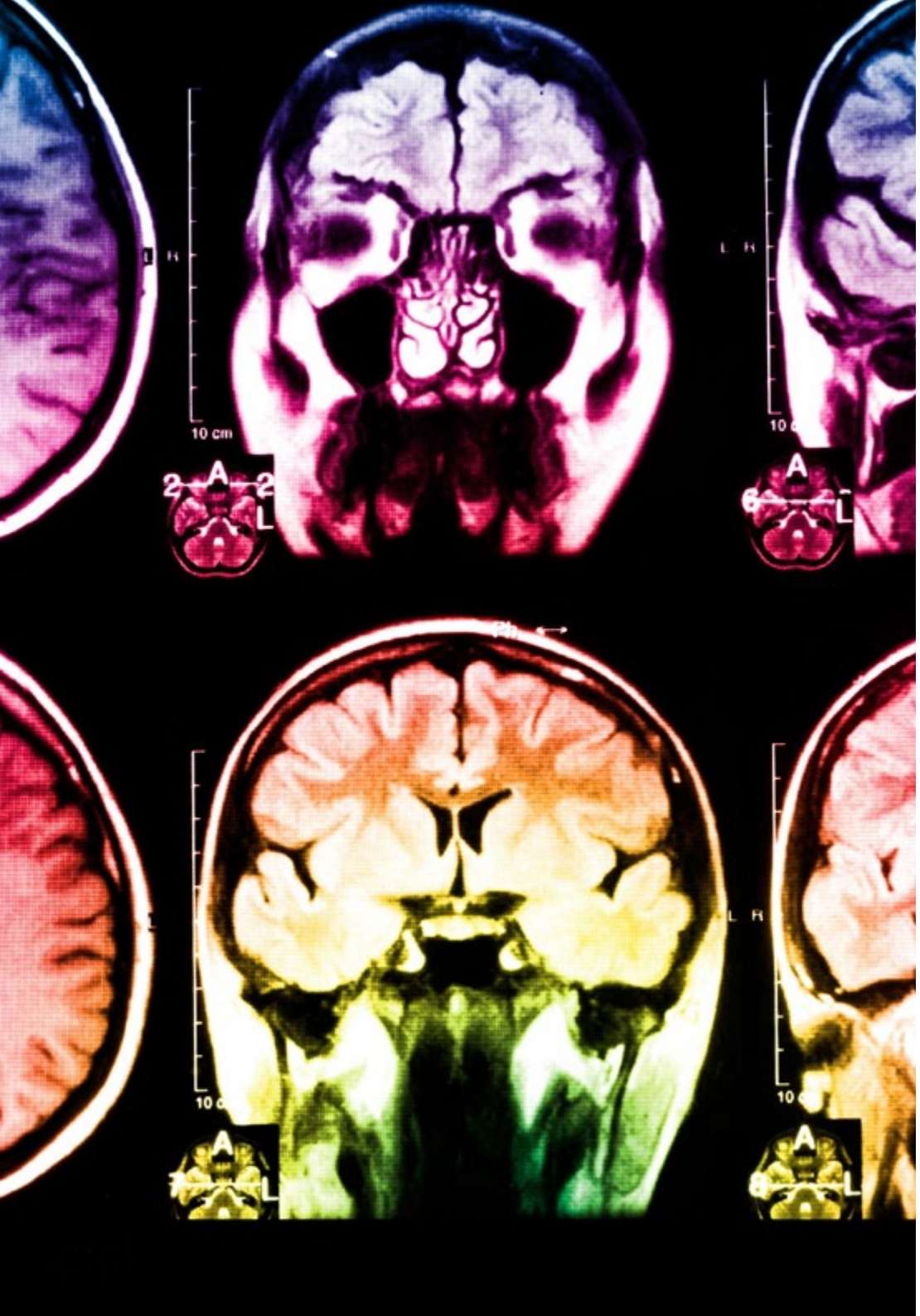
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

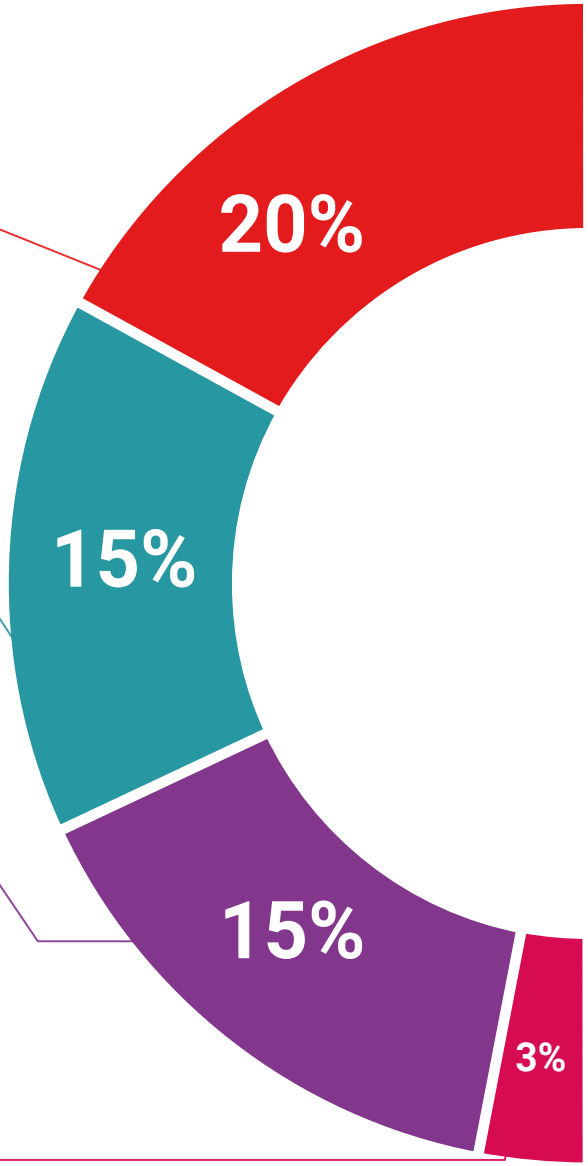
Interactive Summaries

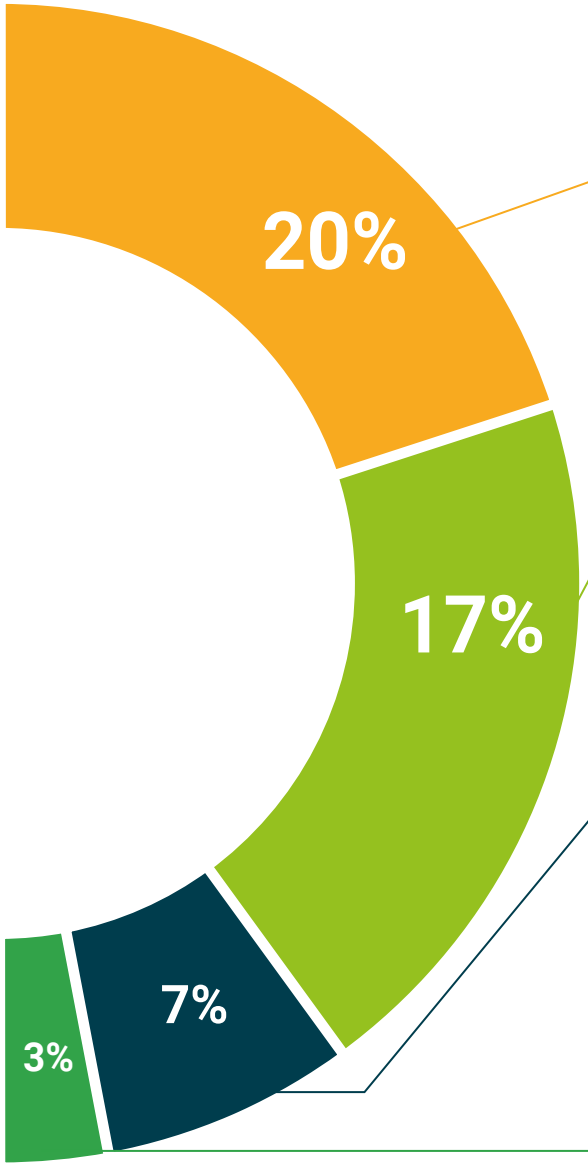
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Motor Disorders, Musculoskeletal and Nervous System Diseases guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Certificate in Motor Disorders, Musculoskeletal and Nervous System Diseases** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Postgraduate Certificate in Motor Disorders, Musculoskeletal and Nervous System Diseases**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Certificate in Motor Disorders, Musculoskeletal and Nervous System Diseases

This is a program of 180 hours of duration equivalent to 6 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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