Postgraduate Certificate
Psychology Applied to Speech Therapy Intervention

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Postgraduate Certificate
Psychology Applied to Speech Therapy Intervention

- 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/psychology-applied-speech-therapy-intervention**

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01

Introduction

Stress, anxiety or depression are triggers, in many cases, of speech development difficulties in children. The approach to these problems from a speech therapy point of view requires knowledge in psychology to optimize the efficiency of the interventions performed with the patient and preserve their welfare. Because of this, TECH has designed this program, with which the student will become a leading professional by mastering the main manifestations of disorders such as different phobias or OCD and assimilate the techniques to reduce inappropriate behaviors in patients with behavioral problems or jealousy. Additionally, they will achieve this through a 100% online methodology that will enable them to enhance their learning without depending on tight schedules.

Through this program, you will adopt the most efficient techniques and methods of psychological evaluation in pediatric patients in order to optimize the speech therapy intervention"

In the field of Speech Therapy, adapting to the psychological needs and particularities of children is essential to achieve success in the therapies applied to correct or moderate different language disorders. Therefore, there are children with attention deficit, hyperactivity or phobias that act as a barrier in their cognitive development, limiting both their learning and the efficient intervention of the speech therapist. Therefore, this professional must have the appropriate skills to work with young people suffering from different psychological problems, modifying their work methodology based on the circumstances of the patient to maximize the performance of the interventionist strategies used with them.

For this reason, TECH has created this Postgraduate Certificate, which will enable the student to learn the characteristics of different psychological disorders and acquire cutting-edge techniques to deal with children suffering from them in the speech therapy practice. Throughout this academic itinerary, they will learn to apply specific strategies to promote attention in young people who suffer from attention deficit or implement techniques such as positive reinforcement to increase the motivation of children in the office. Likewise, they will identify the root causes of sleep problems or jealousy to address them more rigorously.

Given the 100% online methodology in which this program is developed, students will be able to achieve effective learning by managing their own study time as they wish. Likewise, they will access a program directed and taught by the best professionals in the field of Speech Therapy and Psychology, which guarantees the applicability of the knowledge acquired during the program.

This **Postgraduate Certificate in Psychology Applied to Speech Therapy Intervention** contains the most complete and up-to-date educational program on the market. The most important features include:

- Practical cases presented by experts in Speech Therapy and Psychology
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- The practical exercises where the self-evaluation process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Thanks to this TECH program, apply the most advanced strategies in the logopedic approach to children with attention deficit or speech disorders"

Without leaving your own home and enjoying the contents of this program 24 hours a day, you will obtain an excellent learning in this subject"

Take this program and assimilate a series of skills that will allow you to access the best job opportunities in your sector.

In only 150 hours, you will increase your skills in the psychological management of the youngest patient to perfect your interventions in different language disorders.

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 allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

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

02

Objectives

The main objective of the Postgraduate Certificate in Psychology Applied to Speech Therapy Intervention is to provide students with the appropriate knowledge to broaden their knowledge in this field. Delving into both disciplines, the student will learn to apply different psychological methods in their day to day life to try to help the recovery of the patient who suffers from a speech therapy disorder of different nature. To ensure the adequacy of their learning, TECH has developed the following general and specific objectives.

Expand your knowledge in Psychology through this program to become a reference professional in Speech Therapy"

General Objectives

- Provide a specialized education based on theoretical and instrumental knowledge that will enable the student to obtain skills in detection, prevention, assessment and intervention in the logopathies treated
- Consolidate basic knowledge of the intervention process in the classroom and other spaces based on the latest technological advances that facilitate access to information and the syllabus for these students.
- Update and develop specific knowledge on the characteristics of these disorders in order to refine the differential and proactive diagnosis that sets the guidelines for intervention
- Raise awareness in the educational community about the need for educational inclusion and holistic intervention models with the participation of all members of the community
- Learn about educational experiences and good practices in speech therapy and psychosocial intervention that promote the personal, socio-family and educational adaptation of students with these educational needs

Specific Objectives

- Understand the area of knowledge and work of child and adolescent psychology: object of study, areas of action, etc.
- Become aware of the characteristics that a professional working with children and adolescents should have or enhance
- Acquire the basic knowledge necessary for the detection and referral of possible Psychological Problems in children and adolescents that may disturb the child's well-being and interfere in the Speech Therapy rehabilitation, and to reflect on them
- Learn the possible implications that different psychological problems (emotional, cognitive, and behavioral) may have on speech therapy rehabilitation
- Acquire knowledge related to attentional processes, as well as their influence on language and intervention strategies to be carried out at the speech therapy level together with other professionals
- Delve into the subject of executive functions and know their in the area of language, as well as to acquire strategies to intervene on them at a speech therapy level together with other professionals
- Acquire knowledge on how to intervene at the level of social skills in children and adolescents, as well as to deepen in some concepts related to them, and to obtain specific strategies to enhance them
- Know different behavior modification strategies that are useful in consultation to achieve both the initiation, development, and generalization of appropriate behaviors, as well as the reduction or elimination of inappropriate behaviors
- Delve into the concept of motivation and acquire strategies to promote it in consultation
- Acquire knowledge related to school failure in children and adolescents
- Know the main study habits and techniques that can help to improve the performance of children and adolescents from a speech therapy and psychological point of view

Achieve your professional goals through the didactic tools that TECH puts at your service to improve your learning"

03

Course Management

With the main objective of guaranteeing the high educational level of TECH's programs, this Postgraduate Certificate is directed and taught by professionals who work actively in the world of Speech Therapy and Psychology, dealing with patients with different characteristics. These specialists are the ones in charge of creating the didactic resources that the student will have throughout this program, so all the contents they will provide will be completely updated.

Access a program taught by specialists in Speech Therapy and Psychology, who will provide you with the most applicable advice in your professional life"

International Guest Director

Dr. Elizabeth Anne Rosenzweig is an internationally renowned specialist dedicated to the care of children with hearing loss. As a Speech Language Expert and Certified Therapist, she has pioneered several telepractice-based early assistance strategies of broad benefit to patients and their families.

Dr. Rosenzweig's research interests have also focused on trauma support, culturally sensitive auditory-verbal practice and personal coaching. Her active scholarly work in these areas has earned her numerous awards, including Columbia University's Diversity Research Award.

Thanks to her advanced skills, she has taken on professional challenges such as the leadership of the Edward D. Mysak Communication Disorders Clinic at Columbia University. She is also known for her academic career, having served as a professor at Columbia's Teachers College and as a collaborator with the General Institute of Health Professions. On the other hand, she is an official reviewer of publications with a high impact in the scientific community such as The Journal of Early Hearing Detection and Intervention and The Journal of Deaf Studies and Deaf Education.

In addition, Dr. Rosenzweig manages and directs the AuditoryVerbalTherapy.net project, from where she offers remote therapy services to patients located in different parts of the world. She is also a speech and audiology consultant for other specialized centers located in different parts of the world. She has also focused on developing non-profit work and participating in the Listening Without Limits Project for children and professionals in Latin America. At the same time, the Alexander Graham Bell Association for the Deaf and Hard of Hearing relies on her as its vice-president.

Dra. Rosenzweig, Elizabeth Anne

- Director of the Communication Disorders Clinic at Columbia University, New York, United States
- Professor, General Hospital Institute of Health Professions, New York, United States
- Director of Private Practice AuditoryVerbalTherapy.net
- Department Head, Yeshiva University
- Attending Specialist at Teachers College, Columbia University
- Reviewer for The Journal of Deaf Studies and Deaf Education and The Journal of Early
- Hearing Detection and Intervention
- Vice-President, Alexander Graham Bell Association for the Deaf and Hard of Hearing
- Ph.D. in Education from Columbia University
- Master's Degree in Speech Therapy from Fontbonne University
- B.S. in Communication Sciences and Communication Disorders from Texas Christian University
- Member of:
- American Speech and Language Association
- American Cochlear Implant Alliance
- National Consortium for Leadership in Sensory Impairment

Thanks to TECH you will be able to learn with the best professionals in the world"

Management

Ms. Vázquez Pérez, María Asunción

- Speech Therapist Specialist in Neurologopedia
- Speech therapist at Neurosens
- Speech therapist in Rehabilitation Clinic Rehasalud
- Speech Therapist at Sendas Psychology Office
- Graduate in Speech Therapy from the University of A Coruña
- Master's Degree in Neurology Therapy

Professors

Ms. Berbel, Fina Mari

- Speech Therapist Specialist in Clinical Audiology and Hearing Therapy
- Speech therapist at the Federation of Deaf People of Alicante
- Degree in Speech Therapy from the University of Murcia
- Master's Degree in Clinical Audiology and Hearing Therapy from the University of Murcia
- Training in Spanish Sign Language Interpretation (LSE)

Ms. Rico Sánchez, Rosana

- Director and Speech Therapist at Palabras y Más - Center for Speech Therapy and Pedagogy
- Speech therapist at OrientaMedia
- Speaker at specialized conferences
- Diploma in Speech Therapy from the University of Valladolid
- Degree in Psychology from UNED
- Specialist in Alternative and/or Augmentative Communication Systems (SAAC)

Ms. Mata Ares, Sandra María

- Speech Therapist Specialized in Speech Therapy Intervention in Children and Adolescents
- Speech Therapist at Sandra Comunícate Speech Therapist
- Speech therapist at Fisiosaúde
- Speech therapist at Ana Parada Multi-Purpose Center
- Speech Therapist at Psychology and Family Speech Therapist Health Center
- Graduate in Speech Therapy from the University of A Coruña
- Master's Degree in Speech Therapy Intervention in Childhood and Adolescence from the University of A Coruña

Ms. Plana González, Andrea

- Founder of Logrospedia
- Speech therapist at ClínicActiva and Amaco Salud
- Graduate in Speech Therapy from the University of Valladolid
- Master's Degree in Orofacial Motricity and Myofunctional Therapy from the Pontifical University of Salamanca
- Master's Degree in Vocal Therapy from the CEU Cardenal Herrera University
- Postgraduate Diploma in Neurorehabilitation and Early Care by CEU Cardenal Herrera University

Ms. Cerezo Fernández, Ester

- Speech Therapist at the Neurorehabilitation Clinic
- Speech therapist at the San Jeronimo Residence
- Editor of Zona Hospitalaria Magazine
- Graduate in Speech Therapy from the University of Castilla-La Mancha
- Master's Degree in Clinical Neuropsychology by ITEAP Institute
- Expert in Myofunctional Therapy by Euroinnova Business School
- Expert in Early Childhood Care by Euroinnova Business School
- Expert in Music Therapy by Euroinnova Business School

Ms. López Mouriz, Patricia

- Psychologist at FÍSICO Fisioterapia y Salud
- Psychologist Mediator at ADAFAD Association
- Psychologist at Centro Orienta
- Psychologist in Psychotécnico Abrente
- Degree in Psychology from the University of Santiago de Compostela (USC)
- Master's Degree in General Health Psychology from the University of Santiago de Compostela (USC)
- Training in Equality, Brief Therapy and Learning Difficulties in Children

04

Structure and Content

The syllabus of this Postgraduate Certificate is made up of 1 module with which the student will deepen in the field of Psychology oriented in its application in the Speech Therapy Intervention with people suffering from different types of speech pathologies. All the didactic materials to which they will have access during the duration of this program are available in formats as varied as the complementary readings, the explanatory video or the interactive summary. Thanks to this, driven by an online methodology that will allow them to learn without leaving their home, their will acquire an education adapted to their personal and academic needs.

With the 100% online methodology offered by this program, you will no longer have to travel to study centers to enhance your knowledge"

Module 1. Psychological knowledge of interest in the Speech-Language Pathology Field

1.1. Child and Adolescent Psychology
- 1.1.1. First Approach to Child and Adolescent Psychology
  - 1.1.1.1. What Does the Area of Knowledge of Child and Adolescent Psychology Study?
  - 1.1.1.2. How has it evolved over the years?
  - 1.1.1.3. What are the different theoretical orientations that a Psychologist can follow?
  - 1.1.1.4. The Cognitive-Behavioral Model
- 1.1.2. Psychological Symptoms and Mental Disorders in Childhood and Adolescence
  - 1.1.2.1. Difference between Sign, Symptom, and Syndrome
  - 1.1.2.2. Definition of Mental Disorder
  - 1.1.2.3. Classification of Mental Disorders: DSM 5 and ICD-1
  - 1.1.2.4. Difference between Psychological Problem or Difficulty and Mental Disorder
  - 1.1.2.5. Comorbidity
  - 1.1.2.6. Frequent problems object of Psychological Attention
- 1.1.3. Skills of the Professional working with children and adolescents
  - 1.1.3.1. Essential Knowledge
  - 1.1.3.2. Main Ethical and Legal issues in Working with Children and Adolescents
  - 1.1.3.3. Personal Characteristics and Skills of the Professional
  - 1.1.3.4. Communication Skills
  - 1.1.3.5. The Game in Consultation
- 1.1.4. Main Procedures in Psychological Assessment and Intervention in Childhood and Adolescence
  - 1.1.4.1. Decision Making and Help Seeking in Children and Adolescents
  - 1.1.4.2. Interview
  - 1.1.4.3. Establishment of Hypotheses and Assessment Tools
  - 1.1.4.4. Functional Analysis and Explanatory Hypotheses of the Difficulties
  - 1.1.4.5. Establishment of Objectives
  - 1.1.4.6. Psychological Intervention
  - 1.1.4.7. Monitoring
  - 1.1.4.8. The Psychological Report: Key Aspects
- 1.1.5. Benefits of Working with Other Persons Related to the Child
  - 1.1.5.1. Fathers and Mothers
  - 1.1.5.2. Education Professionals
  - 1.1.5.3. Speech Therapist
  - 1.1.5.4. The Psychologist
  - 1.1.5.5. Other Professionals
- 1.1.6. The Interest of Psychology from the Point of View of a Speech Therapist
  - 1.1.6.1. The Importance of Prevention
  - 1.1.6.2. The Influence of Psychological Symptoms on Speech Therapy Rehabilitation
  - 1.1.6.3. The relevance of knowing how to detect possible Psychological Symptoms
  - 1.1.6.4. Referral to the appropriate Professional

1.2. Internalizing problems: Anxiety
- 1.2.1. Concept of Anxiety
- 1.2.2. Detection: Main Manifestations
  - 1.2.2.1. Emotional Dimension
  - 1.2.2.2. Cognitive Dimension
  - 1.2.2.3. Psychophysiological Dimension
  - 1.2.2.4. Behavioral Dimension
- 1.2.3. Anxiety Risk Factors
  - 1.2.3.1. Individual
  - 1.2.3.2. Contextual
- 1.2.4. Conceptual Differences
  - 1.2.4.1. Anxiety and Stress
  - 1.2.4.2. Anxiety and Fear
  - 1.2.4.3. Anxiety and Phobia
- 1.2.5. Fears in childhood and adolescence
  - 1.2.5.1. Difference between Developmental Fears and Pathological Fears
  - 1.2.5.2. Developmental Fears in infants
  - 1.2.5.3. Developmental Fears in the Preschool stage.
  - 1.2.5.4. Developmental Fears in the School stage
  - 1.2.5.5. The main Fears and Worries in the adolescent stage

1.2.6. Some of the Main Anxiety Disorders and Problems Child and Adolescent
- 1.2.6.1. School Rejection
  - 1.2.6.1.1. Concept
  - 1.2.6.1.2. Delimitation of Concepts: School Anxiety, School Rejection and School Phobia
  - 1.2.6.1.3. Main Symptoms
  - 1.2.6.1.4. Prevalence
  - 1.2.6.1.5. Etiology
- 1.2.6.2. Pathological Fear of the dark
  - 1.2.6.2.1. Concept
  - 1.2.6.2.2. Main Symptoms
  - 1.2.6.2.3. Prevalence
  - 1.2.6.2.4. Etiology
- 1.2.6.3. Separation Anxiety
  - 1.2.6.3.1. Concept
  - 1.2.6.3.2. Main Symptoms
  - 1.2.6.3.3. Prevalence
  - 1.2.6.3.4. Etiology
- 1.2.6.4. Specific Phobia
  - 1.2.6.4.1. Concept
  - 1.2.6.4.2. Main Symptoms
  - 1.2.6.4.3. Prevalence
  - 1.2.6.4.4. Etiology
- 1.2.6.5. Social Phobia
  - 1.2.6.5.1. Concept
  - 1.2.6.5.2. Main Symptoms
  - 1.2.6.5.3. Prevalence
  - 1.2.6.5.4. Etiology
- 1.2.6.6. Panic Disorder
  - 1.2.6.6.1. Concept
  - 1.2.6.6.2. Main Symptoms
  - 1.2.6.6.3. Prevalence
  - 1.2.6.6.4. Etiology
- 1.2.6.7. Agoraphobia
  - 1.2.6.7.1. Concept
  - 1.2.6.7.2. Main Symptoms
  - 1.2.6.7.3. Prevalence
  - 1.2.6.7.4. Etiology
- 1.2.6.8. Generalized Anxiety Disorder
  - 1.2.6.8.1. Concept
  - 1.2.6.8.2. Main Symptoms
  - 1.2.6.8.3. Prevalence
  - 1.2.6.8.4. Etiology
- 1.2.6.9. Obsessive Compulsive Disorder
  - 1.2.6.9.1. Concept
  - 1.2.6.9.2. Main Symptoms
  - 1.2.6.9.3. Prevalence
  - 1.2.6.9.4. Etiology
- 1.2.6.10 Post-Traumatic Stress Disorders
  - 1.2.6.10.1. Concept
  - 1.2.6.10.2. Main Symptoms
  - 1.2.6.10.3. Prevalence
  - 1.2.6.10.4. Etiology

1.2.7. Possible interference of Anxious Symptomatology in Speech Therapy Rehabilitation
- 1.2.7.1. In Articulation Rehabilitation
- 1.2.7.2. In Literacy Rehabilitation
- 1.2.7.3. In Voice Rehabilitation
- 1.2.7.4. In Dysphemia Rehabilitation

1.3. Internalizing Type Problems: Depression
- 1.3.1. Concept
- 1.3.2. Detection: Main Manifestations
  - 1.3.2.1. Emotional Dimension
  - 1.3.2.2. Cognitive Dimension
  - 1.3.2.3. Psychophysiological Dimension
  - 1.3.2.4. Behavioral Dimension
- 1.3.3. Depression Risk Factors
  - 1.3.3.1. Individual
  - 1.3.3.2. Contextual

1.3.4. Evolution of Depressive Symptomatology throughout development
1.3.4.1. Symptoms in Children
1.3.4.2. Symptoms in Adolescents
1.3.4.3. Symptoms in Adults
1.3.5. Some of the Major Disorders and problems of childhood and adolescent Depression
1.3.5.1. Major Depressive Disorder
1.3.5.1.1. Concept
1.3.5.1.2. Main Symptoms
1.3.5.1.3. Prevalence
1.3.5.1.4. Etiology
1.3.5.2. Persistent Depressive Disorder
1.3.5.2.1. Concept
1.3.5.2.2. Main Symptoms
1.3.5.2.3. Prevalence
1.3.5.2.4. Etiology
1.3.5.3. Disruptive Mood Dysregulation Disorder
1.3.5.3.1. Concept
1.3.5.3.2. Main Symptoms
1.3.5.3.3. Prevalence
1.3.5.3.4. Etiology
1.3.6. interference of Depressive Symptomatology in Speech Therapy Rehabilitation
1.3.6.1. In Articulation Rehabilitation
1.3.6.2. In Literacy Rehabilitation
1.3.6.3. In Voice Rehabilitation
1.3.6.4. In Dysphemia Rehabilitation

1.4. Externalizing type problems: the main Disruptive Behaviors and their Characteristics
1.4.1. Factors that contribute to the development of Behavioral problems
1.4.1.1. In childhood
1.4.1.2. In adolescence
1.4.2. Disobedient and Aggressive Behavior
1.4.2.1. Disobedience
1.4.2.1.1. Concept
1.4.2.1.2. Manifestations
1.4.2.2. Aggressiveness
1.4.2.2.1. Concept
1.4.2.2.2. Manifestations
1.4.2.2.3. Types of Aggressive Behaviors
1.4.3. Some of the main child and adolescent Conduct Disorders
1.4.3.1. Oppositional Defiant Disorder
1.4.3.1.1. Concept
1.4.3.1.2. Main Symptoms
1.4.3.1.3. Facilitating Factors
1.4.3.1.4. Prevalence
1.4.3.1.5. Etiology
1.4.3.2. Conduct Disorder
1.4.3.2.1. Concept
1.4.3.2.2. Main Symptoms
1.4.3.2.3. Facilitating Factors
1.4.3.2.4. Prevalence
1.4.3.2.5. Etiology
1.4.4. Hyperactivity and Impulsivity
1.4.4.1. Hyperactivity and its Manifestations
1.4.4.2. Relationship between Hyperactivity and Disruptive Behavior
1.4.4.3. Evolution of Hyperactive and Impulsive Behaviors throughout Development
1.4.4.4. Problems Associated with Hyperactivity/Impulsivity
1.4.5. Jealousy
1.4.5.1. Concept
1.4.5.2. Main Manifestations
1.4.5.3. Possible Causes
1.4.6. Behavioral Problems at Mealtime or Bedtime
1.4.6.1. Common Bedtime Problems
1.4.6.2. Usual Problems at Mealtimes
1.4.7. Interference of Behavioral problems in Speech Therapy Rehabilitation
1.4.7.1. In Articulation Rehabilitation
1.4.7.2. In Literacy Rehabilitation
1.4.7.3. In Voice Rehabilitation
1.4.7.4. In Dysphemia Rehabilitation

1.5. Attention
- 1.5.1. Concept
- 1.5.2. Brain Areas involved in Attentional and Main Processes Features
- 1.5.3. Classification of Attention
- 1.5.4. Influence of Attention on Language
- 1.5.5. Influence of Attention Deficit on Speech Rehabilitation
  - 1.5.5.1. In Articulation Rehabilitation
  - 1.5.5.2. In Literacy Rehabilitation
  - 1.5.5.3. In Voice Rehabilitation
  - 1.5.5.4. In Dysphemia Rehabilitation
- 1.5.6. Specific Strategies to promote different types of Care
  - 1.5.6.1. Tasks that favor Sustained Attention
  - 1.5.6.2. Tasks that favor Selective Attention
  - 1.5.6.3. Tasks that favor Divided Attention
- 1.5.7. The importance of coordinated Intervention with other Professionals

1.6. Executive Functions
- 1.6.1. Concept
- 1.6.2. Brain areas involved in Executive Functions and Main Characteristics
- 1.6.3. Components of Executive Functions
  - 1.6.3.1. Verbal Fluency
  - 1.6.3.2. Cognitive Flexibility
  - 1.6.3.3. Planning and Organization
  - 1.6.3.4. Inhibition
  - 1.6.3.5. Decision Making
  - 1.6.3.6. Reasoning and Abstract Thinking
- 1.6.4. Influence of the Executive Functions on Language
- 1.6.5. Specific Strategies for training Executive Functions
  - 1.6.5.1. Strategies that Favor Verbal Fluency
  - 1.6.5.2. Strategies that Favor Cognitive Flexibility
  - 1.6.5.3. Strategies that Promote Planning and Organization
  - 1.6.5.4. Strategies that Favor Inhibition
  - 1.6.5.5. Strategies that Favor Decision Making
  - 1.6.5.6. Strategies that Favor Reasoning and Abstract Thinking
- 1.6.6. The importance of coordinated Intervention with other Professionals

1.7. Social Skills I: Related Concepts
- 1.7.1. Social Skills
  - 1.7.1.1. Concept
  - 1.7.1.2. The Importance of Social Skills
  - 1.7.1.3. The Different Components of Social Skills
  - 1.7.1.4. The Dimensions of Social Skills
- 1.7.2. Communication.
  - 1.7.2.1. Communication Difficulties
  - 1.7.2.2. Effective Communication
  - 1.7.2.3. Components of Communication
    - 1.7.2.3.1. Characteristics of Verbal Communication.
    - 1.7.2.3.2. Characteristics of Non-Verbal Communication and its Components
- 1.7.3. Communicative Styles
  - 1.7.3.1. Inhibited Style
  - 1.7.3.2. Aggressive Style
  - 1.7.3.3. Assertive Style
  - 1.7.3.4. Benefits of an Assertive Communication Style
- 1.7.4. Parental Educational Styles
  - 1.7.4.1. Concept
  - 1.7.4.2. Permissive-Indulgent Educational Style
  - 1.7.4.3. Negligent Permissive Style
  - 1.7.4.4. Authoritative Educational Style
  - 1.7.4.5. Democratic Educational Style
  - 1.7.4.6. Consequence of the Different Educational Styles in Children and Adolescents
- 1.7.5. Emotional Intelligence
  - 1.7.5.1. Intrapersonal and Interpersonal Emotional Intelligence
  - 1.7.5.2. Basic Emotions
  - 1.7.5.3. The Importance of Recognizing Emotions in oneself and others
  - 1.7.5.4. Emotional Regulation
  - 1.7.5.5. Strategies to favor an adequate Emotional Regulation
- 1.7.6. Self-esteem
  - 1.7.6.1. Concept of Self-esteem
  - 1.7.6.2. Difference between Self-concept and Self-esteem.
  - 1.7.6.3. Characteristics of Self-esteem Deficit
  - 1.7.6.4. Factors associated with Self-esteem Deficit
  - 1.7.6.5. Strategies to promote Self-esteem

1.7.7. Empathy
1.7.7.1. Concept of Empathy
1.7.7.2. Is Empathy the same as Sympathy?
1.7.7.3. Types of Empathy
1.7.7.4. Theory of Mind
1.7.7.5. Strategies to promote Empathy
1.7.7.6. Strategies to work on Theory of Mind

1.8. Social Skills II: Specific Guidelines for handling different situations
1.8.1. Communicative Intention
1.8.1.1. Factors to Take into Account When Starting a Conversation
1.8.1.2. Specific Guidelines for Initiating a Conversation
1.8.2. Entering an Initiated Conversation
1.8.2.1. Specific Guidelines for entering an Initiated Conversation
1.8.3. Maintaining the Dialogue
1.8.3.1. Active Listening
1.8.3.2. Specific Guidelines for maintaining conversations
1.8.4. Conversational Closure
1.8.4.1. Difficulties Encountered in Closing Conversations
1.8.4.2. Assertive Style in Conversational Closure
1.8.4.3. Specific Guidelines for Closing Conversations in Different Circumstances
1.8.5. Making Requests
1.8.5.1. Non-assertive ways of making Requests
1.8.5.2. Specific Guidelines for making Requests in an Assertive Manner
1.8.6. Rejection of Requests
1.8.6.1. Non-assertive ways of Rejecting Requests
1.8.6.2. Specific Guidelines for Rejecting Requests in an Assertive Manner
1.8.7. Giving and Receiving Compliments
1.8.7.1. Specific Guidelines for giving Compliments
1.8.7.2. Specific Guidelines for accepting Compliments in an Assertive Manner
1.8.8. Responding to Criticism
1.8.8.1. Non-assertive ways of Responding to Criticism
1.8.8.2. Specific Guidelines for reacting Assertively to Criticism
1.8.9. Asking for Behavioral Changes
1.8.9.1. Reasons for requesting Behavioral Changes
1.8.9.2. Specific Strategies for requesting Behavioral Changes
1.8.10. Interpersonal Conflict Management
1.8.10.1 Types of Conflicts
1.8.10.2. Non-assertive ways of dealing with conflicts.
1.8.10.3. Specific strategies for dealing assertively with conflicts

1.9. Strategies for Behavior Modification in Consultation and for increasing the motivation of the youngest children in Consultation
1.9.1. What are Behavior Modification Techniques?
1.9.2. Techniques based on Operant Conditioning
1.9.3. Techniques for the Initiation, Development, and Generalization of Appropriate Behaviors
1.9.3.1. Positive Reinforcement
1.9.3.2. Token Economy
1.9.4. Techniques for the reduction or elimination of Inappropriate Behaviors
1.9.4.1. Extinction
1.9.4.2. Reinforcement of incompatible Behaviors
1.9.4.3. Response cost and withdrawal of privileges
1.9.5. Punishment
1.9.5.1. Concept
1.9.5.2. Main Disadvantages
1.9.5.3. Guidelines for the Application of Punishment
1.9.6. Motivation
1.9.6.1. Concept and Main Characteristics
1.9.6.2. Types of Motivation
1.9.6.3. Main Explanatory Theories
1.9.6.4. The influence of beliefs and other variables on motivation
1.9.6.5. Main Manifestations of low Motivation
1.9.6.6. Guidelines to Promote Motivation in Consultation

1.10. School Failure: Study Habits and Techniques from a Speech Therapy and Psychological point of view
- 1.10.1. Concept of School failure
- 1.10.2. Causes of School failure
- 1.10.3. Consequences of School Failure in children
- 1.10.4. Influencing Factors in School Success
- 1.10.5. The aspects that we must take care of to obtain a good performance
  - 1.10.5.1. Sleep
  - 1.10.5.2. Nutrition
  - 1.10.5.3. Physical Activity
- 1.10.6. The Role of Parents
- 1.10.7. Some Guidelines and Study Techniques that can help children and adolescents
  - 1.10.7.1. The Study Environment
  - 1.10.7.2. The Organization and Planning of the Study
  - 1.10.7.3. Calculation of Time
  - 1.10.7.4. Underlining Techniques
  - 1.10.7.5. Schemes
  - 1.10.7.6. Mnemonic rules
  - 1.10.7.7. Review
  - 1.10.7.8. Breaks

Through didactic materials in a wide range of textual and multimedia formats, you will achieve an excellent knowledge in Psychology Applied to Speech Therapy 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:

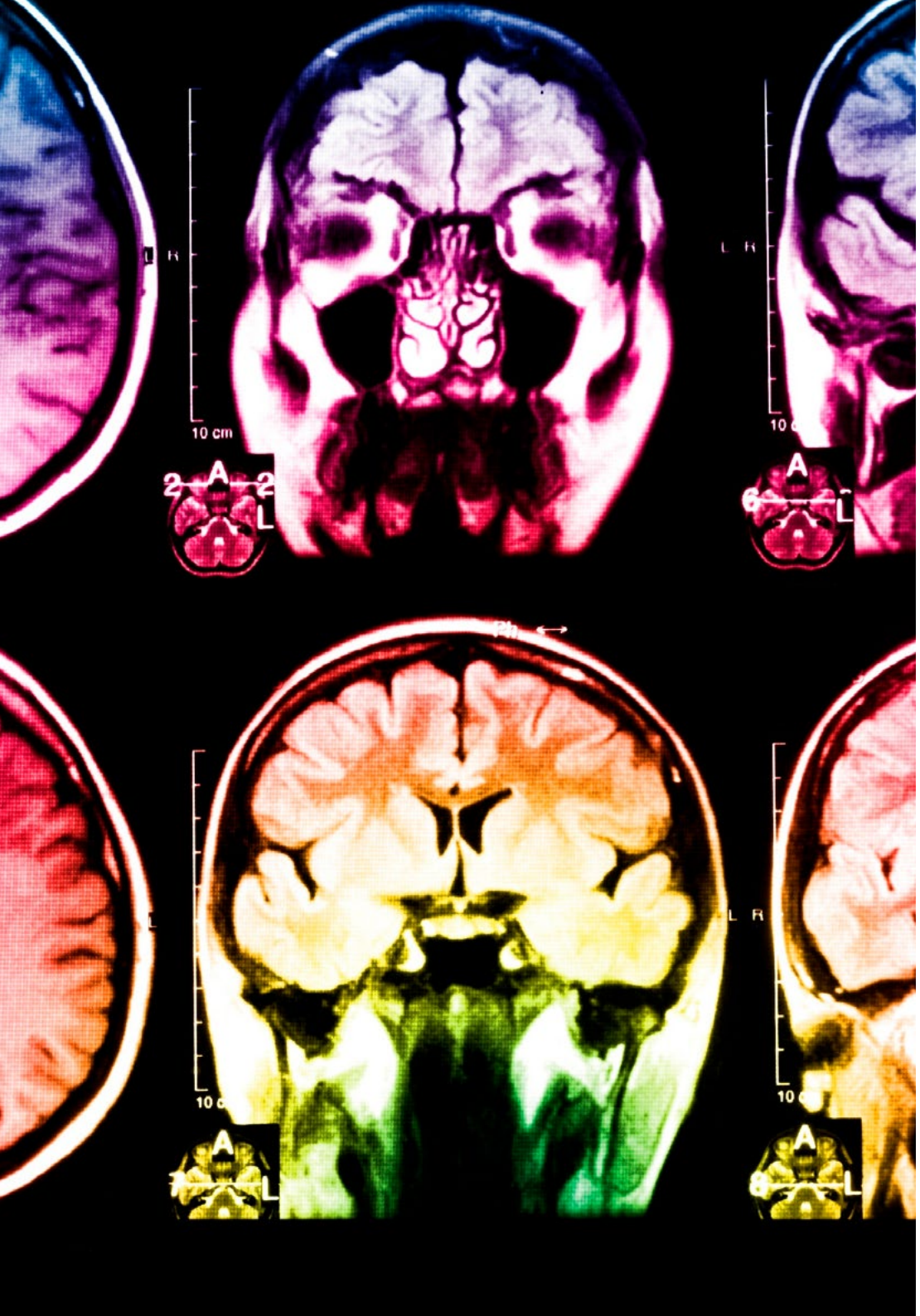
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

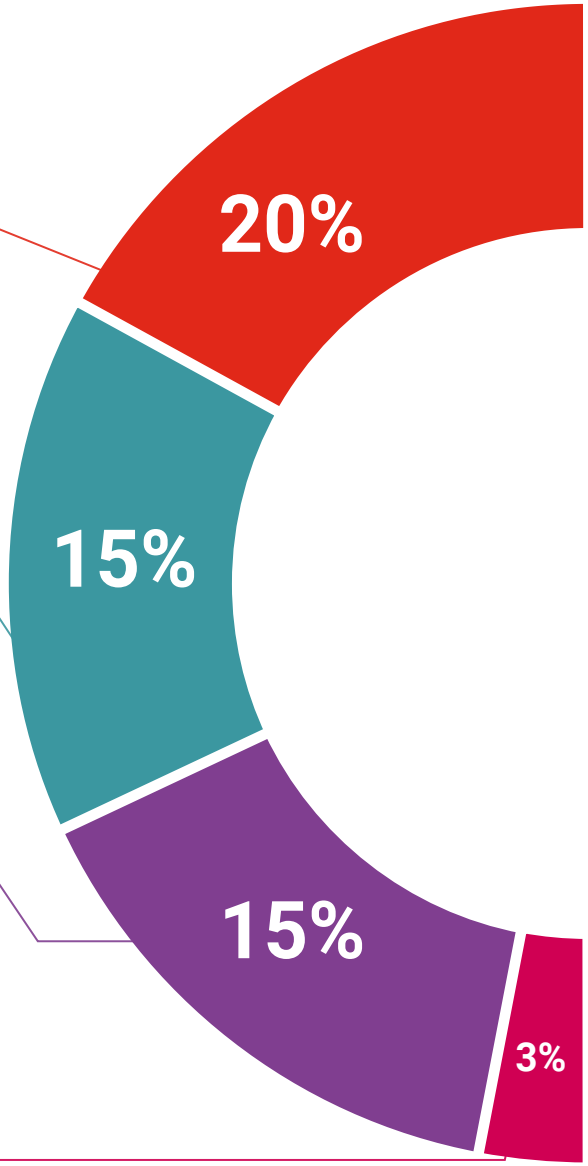
Interactive Summaries

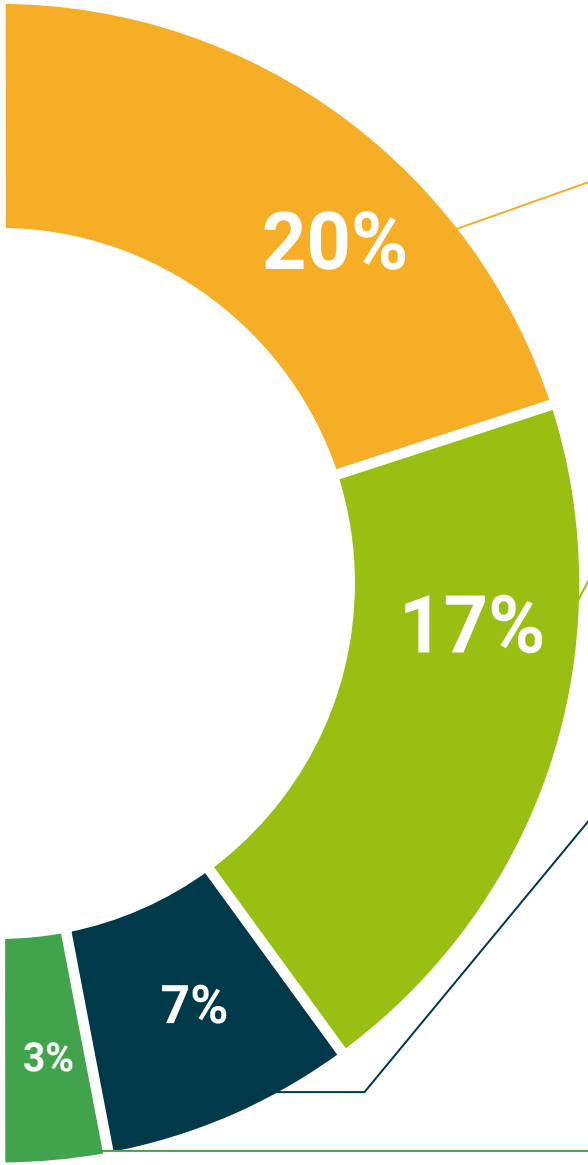
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Psychology Applied to Speech Therapy Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological 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 Psychology Applied to Speech Therapy Intervention** 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 Psychology Applied to Speech Therapy Intervention**

Modality: **online**

Credits: **6 ECTS**

tech global university

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

Postgraduate Certificate in Psychology Applied to Speech Therapy Intervention

This is a program of 150 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 202 4

Dr. Pedro Navarro Illan a
Chancellor

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.U nique 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 EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

tech global university

Postgraduate Certificate
Psychology Applied to Speech Therapy Intervention

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

Postgraduate Certificate
Psychology Applied to Speech Therapy Intervention

tech global university