

Postgraduate Certificate

LD Assessment and Intervention





Postgraduate Certificate LD Assessment and Intervention

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

Website: www.techtute.com/in/medicine/postgraduate-certificate/ld-assessment-intervention

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01

Introduction

Dysphagia is an orofacial disorder that especially affects adults suffering from Parkinson's Disease, Dementia or ALS. For this reason, the magnitude of this pathology in these population groups, which according to studies can reach up to 82% prevalence in some of them, has led to the development of updated evaluation mechanisms and treatments to promote their recovery. Faced with this situation, physicians must detect these advances so as not to be left behind with respect to the evolution of their sector, which is why this institution has created this degree. Through it, you will learn about the latest instrumental tests to detect the extent of Dysphagia or recent techniques to stimulate the swallowing reflex, online and without depending on tight schedules. and without depending on tight schedules.





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The Diploma in Evaluation and Intervention in Dysphagia will allow you to learn about the recent instrumental tests that make possible the agile and rigorous detection of this disease”

The severe difficulty and inability to ingest a wide range of foods has a direct impact on people suffering from various neurological diseases, significantly limiting their quality of life. Its negative impact on both patients and their loved ones has led to the emergence of cutting-edge methods to quickly detect dysphagia and, subsequently, to offer a sophisticated treatment adapted to the particularities of the condition in each individual. Due to the benefit provided by these procedures to preserve the patient's wellbeing, their in-depth knowledge is indispensable for the specialist who wishes to be constantly updated professionally.

That is why TECH has designed this Diploma, with which the student will detect the most relevant advances that have occurred with respect to the Evaluation and Intervention in Dysphagia. During 175 hours of intensive learning, you will identify the latest techniques for the elaboration of the Videofluoroscopy that allows the diagnosis of this disease or detect the methods of sensory enhancement that enable the exercise of the musculature involved in swallowing. In addition, you will update your knowledge regarding symptomatology-based treatment of Dysphagia.

All this, following a 100% online excellent methodology, which will allow the Students to obtain an effective teaching through the elaboration of his own study schedules. You will also benefit from educational resources available in formats such as, for example, readings, explanatory video or interactive summary. In this way, you will acquire a fully effective education, available 24 hours a day, anytime, anywhere.

This **Postgraduate Certificate in LD Assessment and Intervention** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ The development of case studies presented by experts in Speech Neurorehabilitation and Therapy Orofacial
- ◆ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Its special emphasis on innovative methodologies
- ◆ Theoretical lessons, questions to the expert, forums for discussion of controversial issues and individual reflection papers
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



It determines, by means of this qualification, which are the updated methods that allow to exercise the musculature involved in swallowing"

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This degree has a 100% online methodology that will allow you to learn without having to depend on a series of pre-established schedules”

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

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

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

Thanks to the study facilities offered by TECH, you will be able to perfectly combine your learning with your personal and professional life.

Through this Diploma, you will delve into the sophisticated methods of treatment of Dysphagia based on the symptomatology.



02 Objectives

The Diploma in Evaluation and Intervention in Dysphagia has been developed with the intention of providing the specialist with the most relevant and updated knowledge in this subject in only 175 hours. For this reason, you will delve into the state-of-the-art protocols of medical and speech therapy evaluation of this disorder or in the most effective recent Rehabilitation Techniques, ensuring such learning through the achievement of the following general and specific objectives.





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Follow the general and specific objectives provided by this degree and perfect your knowledge in this field in only 6 weeks”



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



Get the update you were looking for in Dysphagia Assessment and Intervention through this Diploma”





Specific Objectives

- ◆ Learn the anatomy and physiology of swallowing
- ◆ Provide anatomical and physiological knowledge of the structures involved in normal and pathological swallowing
- ◆ Learn the functional basis of dysphagia to classify it and know the pathologies associated with this disorder
- ◆ Know the scales of assessment, exploration and instrumental techniques
- ◆ Develop strategies to assess dysphagia before, during and after speech therapy intervention
- ◆ Learn how to assess the nutritional status of patients with dysphagia and the consequences of poor hydration and malnutrition
- ◆ Learn compensatory techniques as opposed to rehabilitative techniques
- ◆ Train in the comprehensive approach to dysphagia of neurological origin

03

Course Management

In order to maintain intact the exquisite educational level that characterizes TECH's programs, this Diploma is directed and taught by high caliber professionals in the area of Speech Therapy Neurorehabilitation, who have extensive experience in this sector. Since these specialists are in charge of carrying out all the didactic contents that the student will have throughout this degree, the knowledge they will provide on Dysphagia Assessment and Intervention will be in tune with the latest advances in this field.





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From the hand of first level professionals in Speech Therapy Neurorehabilitation, you will receive the knowledge on Evaluation and Intervention in Dysphagia with greater applicability in your health practice”

Management



Dr. Borrás Sanchis, Salvador

- ◆ Psychologist, Teacher and Speech Therapist
- ◆ Educational Counselor at Generalitat Valenciana, Consejería de Educación (Valencian Regional Government)
- ◆ Abile Education Specialist
- ◆ Partner of Avance SL
- ◆ Pedagogical Advisor and External Collaborator of Aula Salud (an organization to promote health in the classroom)
- ◆ Pedagogical Director in iteNlearning
- ◆ Author of "La 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



Ms. Santacruz García, Estefanía

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

Professors

Ms. Álvarez Valdés, Paula del Carmen

- ◆ Specialist in Diagnosis and Treatment of Early Childhood Care
- ◆ Clinical Speech Therapist Specialist in Myofunctional Therapy
- ◆ Diploma in Psychodiagnosis and Early Care Treatment
- ◆ Direct collaboration in Dental Office
- ◆ Graduate in Speech Therapy
- ◆ 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

- ◆ Expert in Cognitive Rehabilitation and Clinical Neuropsychology
- ◆ 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
- ◆ Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- ◆ Expert in Child and Cognitive Rehabilitation by the Francisco de Vitoria University
- ◆ Postgraduate degree in Cognitive Rehabilitation from ISEP
- ◆ Degree in Psychology from the University of Granada
- ◆ Qualified for the assessment of Autism with the Autism Diagnostic Observation Scale ADOS

Ms. García Gómez, Andrea

- ◆ 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 the National Distance Education University(UNED)
- ◆ Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ◆ Master's Degree in Management and Administration from the National University of Distance Education (UNED)

Ms. Gallego Díaz, Mireia

- ◆ Hospital Speech Therapist
- ◆ Occupational Therapist
- ◆ Speech Therapist Expert in Swallowing Disorders

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. Martín Bielsa, Laura

- ◆ Director of Multidisciplinary Center Dime Más
- ◆ CFP Estill Voice Training
- ◆ Degree in Speech Therapy
- ◆ Graduate in Teaching
- ◆ Dean of the Professional Association of Speech Therapists of Aragon

Ms. López Samper, Belén

- ◆ General Health Psychology and Clinical Neuropsychologist
- ◆ Psychologist at the Alcaraz Institute
- ◆ Psychologist at IDEAT Center
- ◆ Neuropsychologist at the UNER Clinic - Comprehensive Evaluation and Rehabilitation of Brain Injury
- ◆ Specialized in Child and Adult Neurorehabilitation at Centro Integral de Daño Cerebral
- ◆ Master's Degree in Special Educational Needs and Early Childhood Care, Developmental and Child Psychology from the International University of Valencia
- ◆ Master's Degree from Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology(AEPCCC)
- ◆ Master's Degree from General Health Psychology from the University of Valencia
- ◆ Bachelor in Psychology from the Miguel Hernández University of Elche

Mr. Santacruz García, José Luis

- ◆ Psychologist specializing in Congenital and Acquired Brain Injury

Ms. Muñoz Boje, Rocío

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

Ms. Navarro Maruenda, Laura

- ◆ Neuropsychologist at Kinemas Center
- ◆ Specialist in Child and Adult Neurorehabilitation at Centro Integral de Daño Cerebral
- ◆ Master's Degree in Speech in Neurorehabilitation and Vital Function Analysis
- ◆ Neuropsychologist at INEURO
- ◆ Neuropsychologist at Uner La 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. 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. Selva Cabañero, Pilar

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

04

Structure and Content

The syllabus of this Diploma has been designed with the objective of transmitting to the student, through 1 extensive and complete module, the most relevant and updated knowledge in Evaluation and Intervention in Dysphagia. In addition, the didactic contents that you will enjoy during the duration of this degree are available in state-of-the-art formats such as the interactive summary, the explanatory video or the self-assessment tests. As a result, the specialist will acquire a 100% online education that is resolute and compatible with his or her personal and professional obligations.





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The state-of-the-art Relearning system this Diploma degree allows you to learn at your own pace limitations of”

Module 1. Assessment and Intervention in Dysphagia of Neurological Origin in Adults

- 1.1. Swallowing: Definition and Anatomy
 - 1.1.1. Definition of Swallowing
 - 1.1.2. Swallowing Anatomy: Structures
 - 1.1.2.1. Oral Cavity
 - 1.1.2.2. Pharynx
 - 1.1.2.3. Larynx
 - 1.1.2.4. Oesophageal
 - 1.1.3. Swallowing Anatomy: Neurological Control
 - 1.1.3.1. Central Nervous System
 - 1.1.3.2. Cranial Nerves
 - 1.1.3.3. Autonomic Nervous System
- 1.2. Swallowing: The Swallowing Process
 - 1.2.1. Phases of Swallowing
 - 1.2.1.1. Preoral Phase
 - 1.2.1.2. Oral Phase
 - 1.2.1.2.1. Oral Preparatory Phase
 - 1.2.1.2.2. Oral Transport Phase
 - 1.2.1.3. Pharyngeal Phase
 - 1.2.1.4. Esophageal Phase
 - 1.2.2. Valve System
 - 1.2.3. Biomechanics of Swallowing
 - 1.2.3.1. Swallowing Liquids
 - 1.2.3.2. Swallowing Semi-Solids
 - 1.2.3.3. Swallowing Solids: Chewing
 - 1.2.4. Breathing-Swallowing Coordination
- 1.3. Introduction to Dysphagia
 - 1.3.1. Definition
 - 1.3.2. Etiology and Prevalence
 - 1.3.2.1. Functional Causes
 - 1.3.2.2. Organic Causes





- 1.3.3. Classification
 - 1.3.3.1. Types of Dysphagia
 - 1.3.3.2. Severity of Dysphagia
- 1.3.4. Structural Dysphagia vs. Neurogenic Dysphagia
- 1.3.5. Signs and Symptoms of Dysphagia
- 1.3.6. Safety and Efficacy Concepts
 - 1.3.6.1. Safety Complications
 - 1.3.6.2. Efficacy Complications
- 1.3.7. Brain Damage Dysphagia
- 1.3.8. Dysphagia in the Elderly
- 1.4. Medical Assessment of Dysphagia
 - 1.4.1. Medical Anamnesis
 - 1.4.2. Scales of Assessment and Screening
 - 1.4.2.1. EAT-10
 - 1.4.2.2. V-VST. Volume-Viscosity Swallow Test
 - 1.4.2.2.1. How to Perform the V-VST
 - 1.4.2.2.2. Useful Tips when Using V-VST
 - 1.4.3. Instrumental Tests
 - 1.4.3.1. Fibroendoscopy (FEES)
 - 1.4.3.2. Videofluoroscopy (VFS)
 - 1.4.3.3. Fibroendoscopy vs. Videofluoroscopy
 - 1.4.3.4. Pharyngoesophageal Manometry
- 1.5. Speech Therapy Assessment of Dysphagia
 - 1.5.1. Anamnesis
 - 1.5.2. General Patient Assessment
 - 1.5.2.1. Physical Examination
 - 1.5.2.2. Cognitive Examination
 - 1.5.3. Clinical Patient Exploration
 - 1.5.3.1. Structural Assessment
 - 1.5.3.2. Oral Motor and Sensory Examination
 - 1.5.3.3. Cranial Nerves Assessment
 - 1.5.3.4. Reflex Assessment
 - 1.5.3.5. Exploring Swallowing by Phases (without Bolus)
 - 1.5.3.6. Using Auscultation and Sound Assessment
 - 1.5.3.7. Respiratory and Phonation Assessment

- 1.5.4. Tracheostomy Patient Assessment
- 1.5.5. Severity and Quality of Life Scales
- 1.6. Assessment of Nutritional Status
 - 1.6.1. Importance of Nutrition
 - 1.6.2. Screening Scales in Nutrition
 - 1.6.2.1. Malnutrition Universal Screening Tool (MUST)
 - 1.6.2.2. Mini Nutritional Assessment (MNA)
 - 1.6.2.3. Nutritional Risk Screening 2002 (NRS 2002)
 - 1.6.3. Nutritional Assessment
 - 1.6.4. Malnourishment
 - 1.6.5. Dehydration
 - 1.6.6. Nutritional Supplements
 - 1.6.7. Alternatives to Oral Feeding
 - 1.6.7.1. Enteral Nutrition
 - 1.6.7.1.1. Naso/Oroenteral Tube Nutrition
 - 1.6.7.1.2. Nutrition by Gastrostomy
 - 1.6.7.1.3. Comparing Types of Enteral Nutrition
 - 1.6.7.2. Parenteral Nutrition
- 1.7. Rehabilitation of Dysphagia with compensatory techniques
 - 1.7.1. Rehabilitation Treatment Objectives
 - 1.7.2. Postural Techniques
 - 1.7.3. Consistency Modifications
 - 1.7.4. Modifying Intake Volume and Speed
 - 1.7.5. Modifying Food at the Perceptual Level
 - 1.7.6. New Textures
 - 1.7.7. Adapting Utensils for Intake
 - 1.7.8. Guidelines for Patients and Family
 - 1.7.8.1. Adaptation to Surroundings
 - 1.7.8.2. Drug Administration
 - 1.7.8.3. Oral Hygiene
- 1.8. Dysphagia Rehabilitation Using Rehabilitation Techniques I
 - 1.8.1. Inclusion/Exclusion Criteria in Treatments Using Rehabilitation Techniques
 - 1.8.2. Swallowing Maneuvers





- 1.8.3. Techniques to Exercise Swallowing Musculature
 - 1.8.3.1. Orofacial Myofunctional Therapy
 - 1.8.3.1.1. Soft Tissues Manipulation
 - 1.8.3.1.2. Sensory Enhancement Techniques
 - 1.8.3.1.3. Specific Exercises
 - 1.8.3.1.3.1. Tongue
 - 1.8.3.1.3.2. Lips/Buccinator Muscles
 - 1.8.3.1.3.3. Masticatory Muscles
 - 1.8.3.1.3.4. Palatal Veil
 - 1.8.3.2. Techniques to Stimulate Swallowing Reflex
 - 1.8.3.3. Bolus Propulsion Exercises
 - 1.8.3.4. Laryngeal Elevation (Hyoid Excursion) Exercises
 - 1.8.3.5. Exercises to Improve Glottic Closure
- 1.9. Dysphagia Rehabilitation Using Rehabilitation Techniques II
 - 1.9.1. Dysphagia Treatment based on Symptomatology
 - 1.9.2. Breathing Treatment
 - 1.9.3. Positioning:
 - 1.9.4. Diet Implementation
 - 1.9.5. Use of Botulinum Toxin
 - 1.9.6. Neuromuscular Bandaging
 - 1.9.6.1. Rigid Bandages
 - 1.9.6.2. Flexible Bandages
 - 1.9.7. Electrotherapy in Swallowing
 - 1.9.8. New Technologies
- 1.10. Useful Content for Speech Therapists Working in Dysphagia
 - 1.10.1. CPR in Diet
 - 1.10.2. Diet Rheology
 - 1.10.3. Additional Information

05

Methodology

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

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



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

At TECH we use the Case Method

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

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



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

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

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

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



Relearning Methodology

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

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

Professionals will learn through real cases and by resolving 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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your 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 TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

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

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as 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 LD Assessment and Intervention Team 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 LD Assessment and Intervention** contains the most complete and up-to-date scientific 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 LD Assessment and Intervention**

Official N° of Hours: **175 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



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