

# Postgraduate Certificate

## Eating Disorders in Autism





## Postgraduate Certificate Eating Disorders in Autism

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: [www.techitute.com/pk/medicine/postgraduate-certificate/eating-disorders-autism](http://www.techitute.com/pk/medicine/postgraduate-certificate/eating-disorders-autism)

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# 01

# Introduction

Children with Autism Spectrum Disorder are prone to not being able to eat certain foods because they upset their stomach or do not taste good. In many cases, this leads to a nutritional imbalance that causes the development of diseases. For this reason, physicians should be aware of the updated protocols that allow dietary intervention in patients with ASD, in order to help ensure their proper state of health. Faced with this situation, TECH has designed this program, through which the students will detect the avant-garde nutritional recommendations for young people with Autism or the mechanisms to improve their olfactory sensory response. All this, through a 100% online methodology that will allow you to obtain an excellent learning from home.



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*Through this program, you will learn the best techniques to perfect the olfactory sensory response of children with ASD to different foods and enrich their nutrition"*

Autism Spectrum Disorder is a disease that has a direct impact on the nutrition of the individual who suffers from it, since they tend to want to consume only those foods that are visually attractive and tasty. In this sense, approximately 84% of children suffering from Autism have selective feeding, as indicated by several studies. Given this circumstance, updated intervention mechanisms have been designed to improve the perception of food by these children to ensure their health, which the specialist must know to be at the forefront of its sector.

For this reason, TECH has opted to create this program, which will enable the students to identify the most recent aspects related to feeding disorders in autism and their possible solutions. Throughout this academic period, they will detect the sophisticated Intervention Techniques to help patients with ASD who suffer from swallowing problems or strategies to promote proper nasal breathing. You will also be able to delve into the advances in facilitating taste stimulation in people with Autism.

Due to the fact that this program is developed through a completely online modality, the physicians will have the possibility of making their excellent learning compatible with their personal and professional obligations. Also, this Postgraduate Certificate is designed and taught by high caliber experts active in the field of neurological neuro-rehabilitation and analysis of vital functions. Therefore, the knowledge adopted by the students will be completely updated.

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

- The development of practical cases presented by experts in speech-language neurorehabilitation and analysis of vital functions
- 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, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection



*Throughout this academic pathway, you will establish up-to-date feeding intervention strategies to help patients with ASD who suffer from swallowing problems"*

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*The avant-garde Relearning model offered by this program will allow you to learn at your own pace without depending on external teaching constraints”*

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

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

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

*Identify, with this qualification, the recent techniques that help to favor the stimulation of tastes in people suffering from Autism.*

*Obtain a resolute and enjoyable learning through didactic contents present in supports such as the explanatory video or the interactive summary.*



# 02 Objectives

TECH has designed this Postgraduate Certificate in order to favor the updating of knowledge in Eating Disorders in Autism on the part of the specialist in only 6 weeks. In this way, you will be able to identify the avant-garde nutritional recommendations for these people or the mechanisms to solve their nutritional problems solvently. In addition, your learning will be preserved by the achievement of these objectives outlined for this program.







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*Incorporate in your daily work methodology  
the most recent advances in Eating Disorders  
in Autism through this program”*



## General Objectives

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- ♦ 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



*Take this refresher program and position yourself as a professional at the forefront of the analysis of the vital functions of people with Autism"*





## Specific Objectives

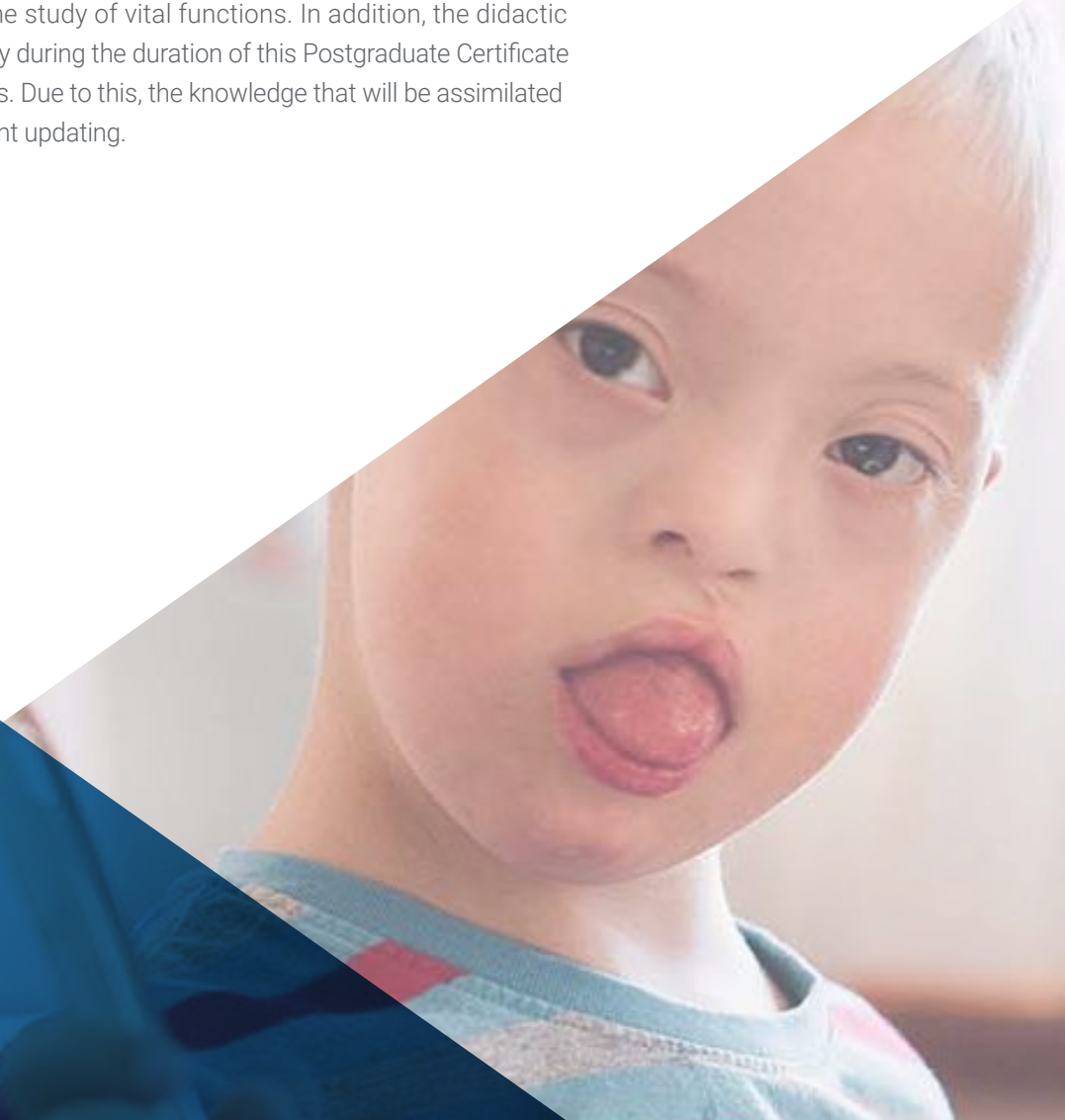
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- Know the concept of ASD and how sensory profiles influence diet
- Study potential strategies to deal with difficulties during feeding
- Learn how to develop work programs that enhances feeding La function
- Provide support strategies in terms of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

# 03

## Course Management

With the idea in mind to maximize the academic quality of all its programs, this TECH program has a teaching team made up of active reference experts in the field of Speech Therapy Neurorehabilitation and the study of vital functions. In addition, the didactic resources that the students will enjoy during the duration of this Postgraduate Certificate are developed by these professionals. Due to this, the knowledge that will be assimilated will preserve a complete and constant updating.





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*This program is directed and taught by specialists in Speech Therapy Neurorehabilitation and in the study of vital functions in order to offer you the knowledge with the greatest applicability in your professional life"*

## Management



### **Ms. Santacruz García, Estefanía**

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



### **Dr. Borrás Sanchís, Salvador**

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

## Professors

### Ms. Álvarez Valdés, Paula del Carmen

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

### Dr. Carrasco de Larriva, Concha

- ♦ Postgraduate Diploma 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
- ♦ Professional Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- ♦ Postgraduate Diploma 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. Gallego Díaz, Mireia

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

### Ms. García Gómez, Andrea MARÍA

- ♦ 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
- ♦ Professional 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 University of Remote Education (UNED)
- ♦ Professional Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ♦ Professional Master's Degree in General Health Psychology from the National University of Distance Education (UNED)



**Ms. López Samper, Belén**

- ♦ General Health Psychology and Clinical Neuropsychologist
- ♦ Psychologist at the Alcaraz Institute
- ♦ Psychologist at the IDEAT Centre
- ♦ Neuropsychologist at the UNER Clinic-Comprehensive Brain Damage Assessment and Rehabilitation
- ♦ Specialized in Child and Adult Neurorehabilitation at the Integral Center for Brain Injury
- ♦ Professional Master's Degree in Special Educational Needs and Early Care, Developmental and Child Psychology from the International University of Valencia
- ♦ Professional Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- ♦ Professional Master's Degree in General Health Psychology from the University of Valencia
- ♦ Degree in Psychology from the Miguel Hernández University of Elche

**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. Navarro Marhuenda, Laura**

- ♦ Neuropsychologist at the Kinemas Center
- ♦ Specialist in Child and Adult Neurorehabilitation in Integral Center of Brain Injury
- ♦ Professional Master's Degree in Speech Neurorehabilitation and Vital Function Analysis
- ♦ Neuropsychologist at INEURO

- ♦ Neuropsychologist at Uner La Clinic
- ♦ Degree in Psychology from the Miguel Hernández University of Elche
- ♦ Professional Master's Degree in Health Psychology from the Miguel Hernández University of Elche
- ♦ Professional Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ♦ Professional 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**

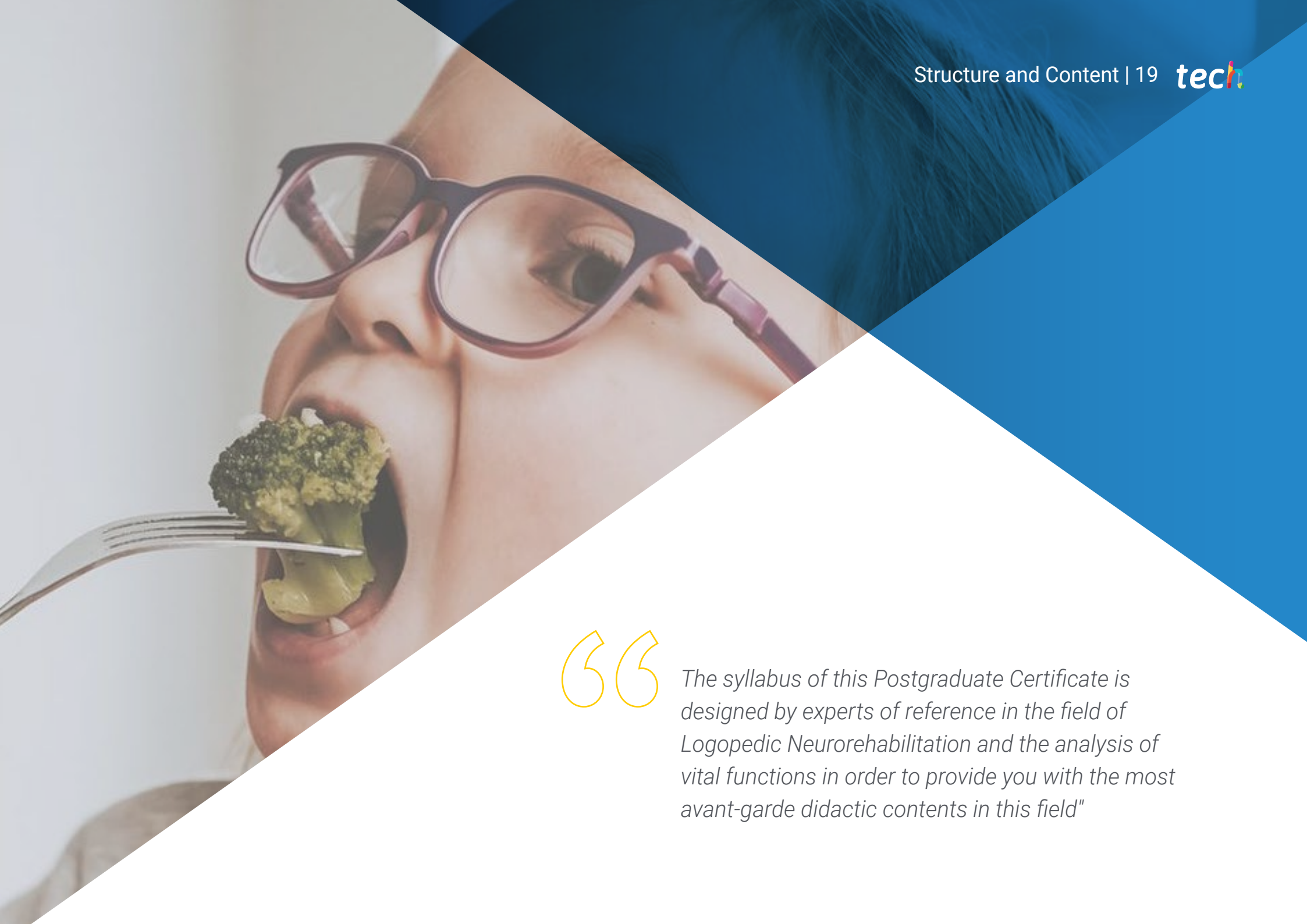
- ♦ Nurse Specialist in Obstetric-Gynecological Nursing (Midwife)
- ♦ Obstetric-Gynecological Nursing Teaching Unit, University of Murcia Santa Lucía General University Hospital
- ♦ Publication, *Ankyloglossia* and the Success of Breastfeeding, ISBN13: 978- 84- 695- 5302- 2. 2012

# 04

## Structure and Content

The syllabus of this program is made up of 1 module with which the student will obtain the most updated knowledge regarding Eating Disorders in Autism. All the didactic materials that will be available throughout this Postgraduate Certificate are present in an extensive number of textual and multimedia formats differentiated from each other. As a result of this and through a 100% online methodology, the specialists will acquire a completely enjoyable and individualized teaching.



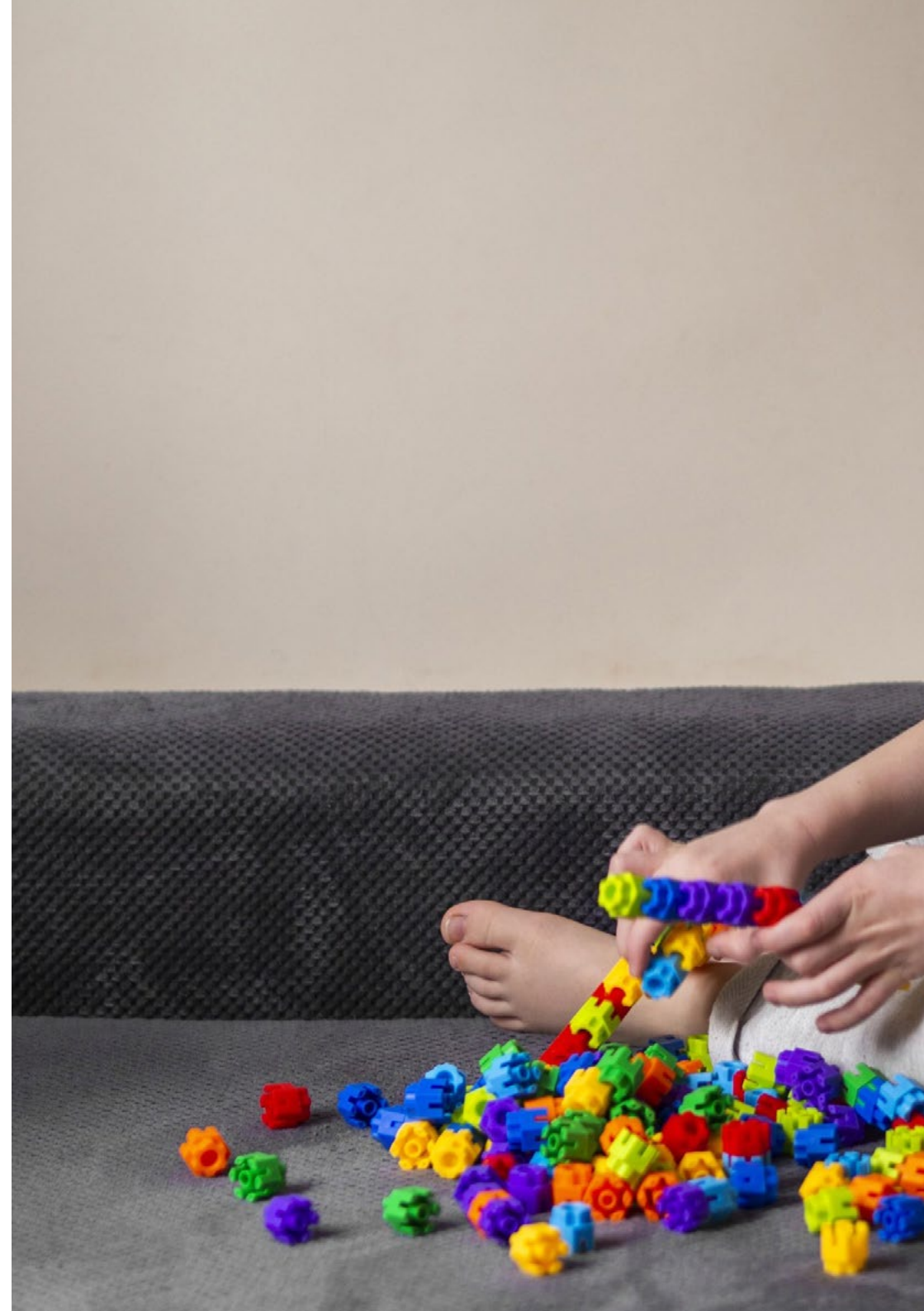


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*The syllabus of this Postgraduate Certificate is designed by experts of reference in the field of Logopedic Neurorehabilitation and the analysis of vital functions in order to provide you with the most avant-garde didactic contents in this field"*

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

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





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

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 Eating Disorders in Autism guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Eating Disorders in Autism** contains the most complete and up-to-date 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 Eating Disorders in Autism**

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 quality  
online development languages  
virtual classroom



**Postgraduate Certificate**  
Eating Disorders in Autism

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Certificate

## Eating Disorders in Autism

