

Postgraduate Diploma

Orofacial and Feeding Disorders in ASD and ICH





Postgraduate Diploma Orofacial and Feeding Disorders in ASD and ICH

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

Website: www.techtitute.com/pk/medicine/postgraduate-diploma/postgraduate-diploma-orofacial-feeding-disorders-asd-ich

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01

Introduction

People with ASD or IBS often suffer from different orofacial pathologies that have a direct impact on their feeding. Given the negative impact and the nutritional deficiencies they cause in patients, recent strategies have been designed both to treat these orofacial pathologies and to adapt the individual's diet to them. Given the benefit it offers to improve the patient's quality of life, specialists must know them in depth to be at the forefront of their sector, which is why TECH has created this degree. Through it, you will identify the most current recommendations for dietary intervention with people with ASD or the mechanisms of evaluation of various orofacial disorders, online and without leaving your home.



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By means of this degree, you will identify the updated mechanisms of intervention to favor the adequate nutrition of patients suffering from Autism Spectrum Disorder"

Dysphagia or Atypical Swallowing are some of the most common orofacial pathologies in people suffering from Autism Spectrum Disorder or Infantile Cerebral Palsy. Their condition negatively affects their nutrition, since they are unable to consume certain foods or to digest them properly. For this reason, scientific advances have focused on designing a series of nutritional guidelines to optimize their nutritional processes, which the specialist is obliged to detect in order to ensure their professional updating.

Faced with this situation. TECH has designed this program, which will enable the student to learn about the most recent advances in relation to the management of Orofacial and Feeding Disorders in patients with ASD and ICP. During 6 months of intensive learning, you will delve into the latest Speech Therapy Intervention Techniques that favor the management of orofacial diseases or identify cutting-edge feeding strategies with people suffering from Autism. Likewise, it will establish the most sophisticated texturizing mechanisms to preserve proper nutrition for young people with ICH and Dysphagia.

Because this degree is taught using a 100% online methodology, the specialist can manage his or her own time to obtain a fully effective learning experience. In the same way, didactic content will be available in formats such as readings, explanatory videos or interactive summaries. As a result, you will benefit from an education that is fully adapted to your study preferences and to your personal and professional your study preferences and your personal and professional tasks.

This **Postgraduate Diploma in Orofacial and Feeding Disorders in ASD and ICH** 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 and Speech Therapy Neuropsychology
- ♦ 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



This Postgraduate Diploma will enable you to learn about the texturizing techniques that favor the feeding of children with CPI and Dysphagia"

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It enjoys a degree whose curriculum is designed by leading specialists in neurological neuro-rehabilitation and vital functions control and control of vital functions"

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, in addition to 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 an immersive education programmed to learn in real situations.

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

Enjoy enjoyable and effective learning through the numerous textual and multimedia didactic formats offered by this Postgraduate Diploma.

Throughout this program, you will identify sophisticated Speech Therapy Intervention Techniques that promote the management of orofacial diseases.



02 Objectives

The design of this Postgraduate Diploma has been made with the premise of providing the physician with the most recent advances in the field of Orofacial and Feeding Disorders in ASD and ICP. Throughout this academic period, you will be able to detect cutting-edge Speech Therapy Intervention Techniques for people with orofacial pathologies or the most sophisticated nutritional strategies for young people suffering from cerebral palsy. In addition, their learning will be Preserve the achievement of the following general and specific objectives.





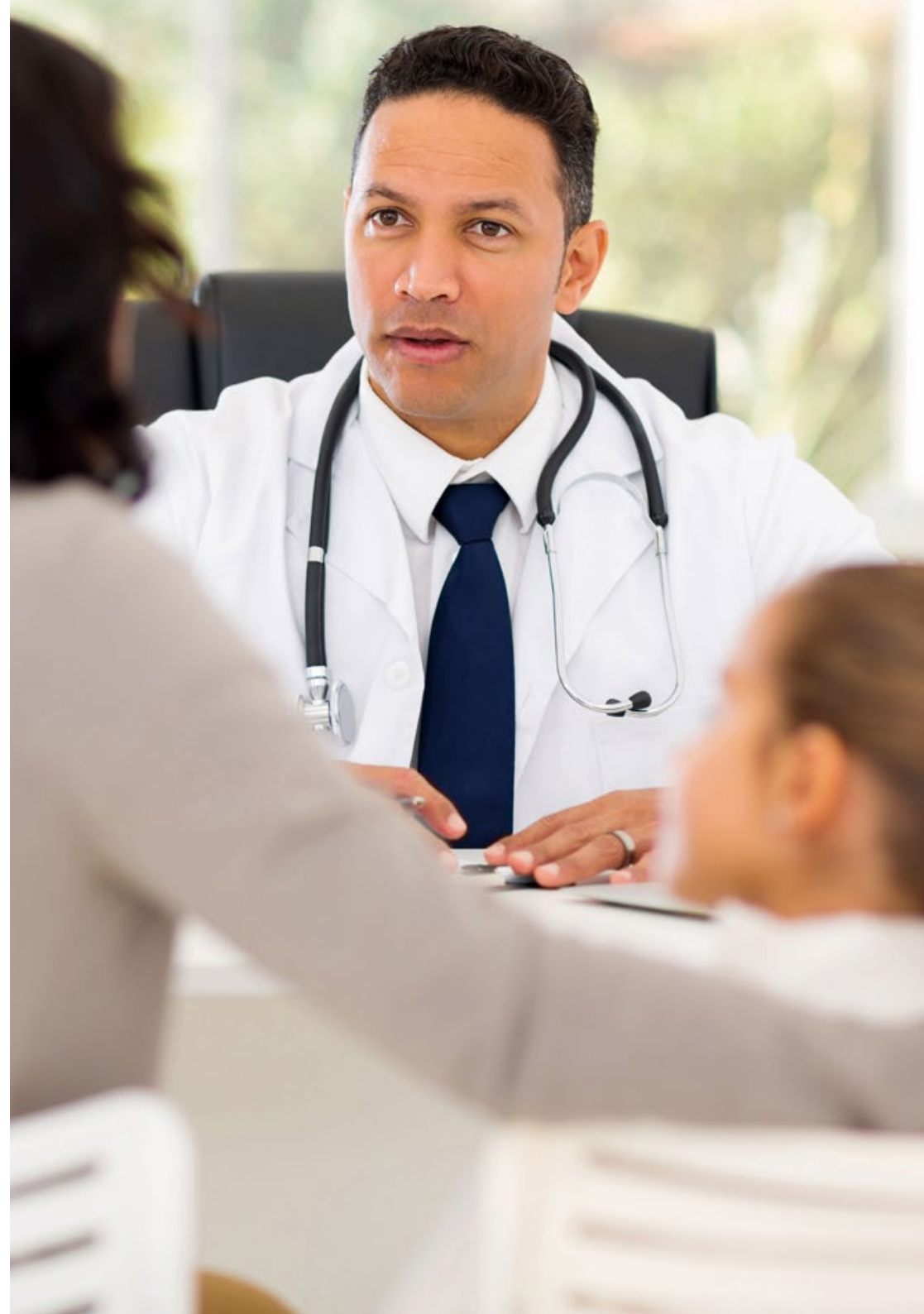
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Incorporate into your healthcare practice the latest advances in the management of Orofacial and Feeding Disorders in ASD and ICP in only 6 months"



General Objectives

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





Specific Objectives

Module 1. Dentistry and Orofacial Disorder

- ♦ Know the function of structures involved in breathing, chewing and swallowing
- ♦ Recognize dentomaxillary abnormalities
- ♦ Relate, complement and coordinate the work between dentistry and speech therapy
- ♦ Know orthodontic appliances
- ♦ Know and assess the functions of the orofacial system and their interrelationship
- ♦ Recognize when swallowing is dysfunctional
- ♦ Elaborate orofacial-myofunctional assessment protocols

Module 2. Differential Diagnosis of Autism Spectrum Disorder (ASD)

- ♦ 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

Module 3. Dietary Alteration in Congenital Neurological Disorder

- ♦ Develop skills that favor the assessment of orofacial system alterations in congenital neurological disorders
- ♦ Favor the quality of life of neurological patients by improving their eating habits
- ♦ Broaden knowledge and consolidate the bases of infantile gold motor functioning
- ♦ Create programs for new habits and routines directly related to special needs student diets in order to improve their quality of life both at a personal and a social level
- ♦ Improve the intake quality in Parent-Child Interaction (PCI), during feeding to offer greater safety and efficiency in each intake



Deepen in the objectives that TECH has outlined for this program and place yourself at the forefront of Speech Therapy Neurorehabilitation and the management of vital functions. vital functions"

03

Course Management

Thanks to TECH's untiring commitment to raising the level of its degrees to the highest level, this program is directed and taught by experts in the field of Speech Neurorehabilitation and the study of vital functions. These professionals are themselves in charge of the elaboration of the didactic Material available during the duration of this academic experience. Therefore, the contents provided to the be completely applicable in healthcare praxis.





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To provide you with the most cutting-edge knowledge about Orofacial and Feeding Disorders in ASD and PD, this degree is taught by professionals active in the field"

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
- ◆ 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 "Guía para la reeducación de la deglución atípica y trastornos asociados"
- ◆ Pedagogical Director in the Instituto DEIAP (Institute for Comprehensive Development and Psychoeducational Care)
- ◆ Degree in Psychology
- ◆ Hearing and Speech Teacher

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. Gallego Díaz, Mireia

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

Ms. García Gómez, Andrea Maria

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

Ms. Jiménez Jiménez, Ana

- ◆ Clinical Neuropsychologist and Social Worker
- ◆ Clinical Neuropsychologist at Integra Cerebral Damage
- ◆ Neuropsychologist at UNER Clinic
- ◆ Educator of the Social Action Team Murcia in Cáritas Spain
- ◆ Degree in Social Work at the University of Murcia
- ◆ Degree in Psychology from 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. Muñoz Boje, Rocío

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

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

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

Mr. Santacruz García, José Luis

- ♦ Psychologist specializing in Congenital and Acquired Brain Injury

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. Navarro Marhuenda, 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 program is made up of 3 modules through which the student will increase their knowledge in the management of Orofacial and Eating Disorders in ASD and PCI. The teaching resources that you will enjoy during the duration of this Postgraduate Diploma are available in cutting-edge formats such as the explanatory video, the interactive summary or the self-assessment test. Thanks to this and through a 100% online methodology, you will obtain learning completely adapted to your academic and personal needs.





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This Postgraduate Diploma has a 100% online methodology that will allow you to learn without depending on strict pre-established schedules"

Module 1. Dentistry and Orofacial Disorder

- 1.1. Dentition
 - 1.1.1. Introduction
 - 1.1.2. Tooth Growth and Development
 - 1.1.3. Classification
 - 1.1.4. Primary Dentition
 - 1.1.5. Mixed Dentition
 - 1.1.6. Permanent Dentition
 - 1.1.7. Tooth Formation and Development
- 1.2. Normotypic and Pathological Pattern
 - 1.2.1. Introduction
 - 1.2.2. Apparatus
 - 1.2.3. Dentolabial Deformities
 - 1.2.4. Eruptive Abnormalities
 - 1.2.5. Pathologic Patterns and Congenital Disorders
 - 1.2.6. Clinical Assessment and Examination
 - 1.2.7. Clinical Intervention
 - 1.2.8. Multidisciplinary Perspective
- 1.3. Clinical Examination and Radiographic Analysis
 - 1.3.1. Introduction
 - 1.3.2. Overview
 - 1.3.3. Teleradiography
 - 1.3.4. Ricketts' Circular Analysis
 - 1.3.5. Steiner's Cephalometric Analysis
 - 1.3.6. Bone Radiography
 - 1.3.7. Bibliography
- 1.4. Assessment
 - 1.4.1. Introduction
 - 1.4.2. Orofacial System Functions
 - 1.4.3. Aesthetic/Biofacial Analysis
 - 1.4.4. Anatomical-Functional Assessment
 - 1.4.5. Orofacial System Functions Assessment
 - 1.4.6. Atypical Swallowing
 - 1.4.7. Myofunctional Assessment Protocol
 - 1.4.8. Bibliography
- 1.5. Function and Form
 - 1.5.1. Introduction
 - 1.5.2. Breathing and Swallowing Disorders
 - 1.5.3. Breathing and Swallowing
 - 1.5.4. Bruxism
 - 1.5.5. Joint and Jaw Examination I
 - 1.5.6. Joint and Jaw Examination II
 - 1.5.7. Mandibular Dynamics Study
 - 1.5.8. Bibliography
- 1.6. Speech Therapy Intervention
 - 1.6.1. Introduction
 - 1.6.2. Mouth Breathing
 - 1.6.3. Oral Dysfunction
 - 1.6.4. Speech Therapy Intervention in Oral Breathing
 - 1.6.5. Atypical Swallowing
 - 1.6.6. Speech Therapy Intervention in Atypical Swallowing
 - 1.6.7. Temporomandibular Joint (TMJ)
 - 1.6.8. Speech Therapy Intervention in TMJ
 - 1.6.9. Bibliography
- 1.7. Occlusion and Malocclusion
 - 1.7.1. Introduction
 - 1.7.2. Temporal Occlusion
 - 1.7.3. Temporal Occlusion Development
 - 1.7.4. Permanent Occlusion
 - 1.7.5. Permanent Occlusion Development
 - 1.7.6. Physiological and Non-Physiological Occlusion
 - 1.7.7. Static and Dynamic Occlusion
 - 1.7.8. Multidisciplinary Treatment
 - 1.7.9. Bibliography

- 1.8. Main Occlusion Classification
 - 1.8.1. Introduction
 - 1.8.2. Features
 - 1.8.3. Anteroposterior Classification
 - 1.8.4. Transversal Syndrome I
 - 1.8.5. Transversal Syndrome II
 - 1.8.6. Vertical Syndromes
 - 1.8.7. Etiopathogenesis of Malocclusions
 - 1.8.8. Bibliography
- 1.9. Dentistry and Speech Therapy
 - 1.9.1. Introduction
 - 1.9.2. Multidisciplinary Work
 - 1.9.3. Extraoral Examination
 - 1.9.4. Intraoral Examination
 - 1.9.5. Functional Examination
 - 1.9.6. Dentistry and Oral Function
 - 1.9.7. Bibliography
 - 1.9.8. Speech Therapy Intervention in Orofacial Disorder
- 1.10. Case Studies
 - 1.10.1. Introduction
 - 1.10.2. Case Study 1
 - 1.10.3. Case Study 2
 - 1.10.4. Case Study 3
 - 1.10.5. Case Study 4
 - 1.10.6. Bibliography

Module 2. Differential Diagnosis of Autism Spectrum Disorder (ASD)

- 2.1. Definition and History of ASD
 - 2.1.1. Breathing
 - 2.1.2. Respiratory Pattern and Classification
 - 2.1.3. Airway Analysis
 - 2.1.4. Chewing
 - 2.1.5. Swallowing
 - 2.1.6. Stomatognathic System Structures Involved in Swallowing
 - 2.1.7. Neurological Structures Involved in Swallowing
 - 2.1.8. Neurological Control of Swallowing
 - 2.1.9. Neurogenic Dysphagia
- 2.2. Detection and Early Onset Diagnosis of Autism Spectrum Disorder
 - 2.2.1. Unit objectives
 - 2.2.2. Introduction
 - 2.2.3. Features of a TEA
 - 2.2.4. Social Communication and Interaction
 - 2.2.5. Communication Skills
 - 2.2.6. Social Interaction Skills
 - 2.2.7. Behavioral and Thought Flexibility
 - 2.2.8. Sensory processing
 - 2.2.9. Scales and Instruments
- 2.3. Methodological Principles
 - 2.3.1. Introduction
 - 2.3.2. Basic Methodological Principles
 - 2.3.3. Intervention Techniques
 - 2.3.4. Intervention Support for people with ASD
 - 2.3.5. Teacch working system.

- 2.4. General Diet Intervention Guidelines
 - 2.4.1. General Intervention Guidelines
 - 2.4.2. Order of Food Introduction
 - 2.4.3. Recommendations
 - 2.4.4. Conclusions
- 2.5. Dietary Problems in Children with ASD: Single Case Intervention Proposal. Part I
 - 2.5.1. Introduction to the Dietary Problems in Children with Autism
 - 2.5.2. Clinical case qualitative assessment
 - 2.5.3. Example of Structural and Functional Orofacial Assessment
 - 2.5.4. Speech Therapy Intervention Strategies
- 2.6. Dietary Problems in Children with ASD: Single Case Intervention Proposal Part II
 - 2.6.1. Speech Therapy Intervention Program
 - 2.6.2. Enhance the Awareness and Control of Respiratory Functions
 - 2.6.3. Nasal Hygiene
 - 2.6.4. Promote nasal breathing and blowing
 - 2.6.5. Enhancing Olfactory Sensory Response
 - 2.6.6. Dietary Function
 - 2.6.7. Oral Sensitivity
 - 2.6.8. Oral Hygiene
 - 2.6.9. Oral Stimulation

Module 3. Dietary Alteration in Congenital Neurological Disorder

- 3.1. Dietary Alteration in Congenital Neurological Disorder. Part I
 - 3.1.1. Cerebral Palsy and Oropharyngeal Dysphagia
 - 3.1.2. Major feeding-related problems associated with cerebral palsy with cerebral palsy
 - 3.1.3. Abnormalities of Neuromuscular Function
 - 3.1.4. Sensory disturbances
 - 3.1.5. Structural alterations involved in the swallowing process
 - 3.1.6. Behavioral Alterations
 - 3.1.7. Orofacial motor disturbances

- 3.2. Dietary Alteration in Congenital Neurological Disorder. Part II
 - 3.2.1. Disorders Structural of the Oral Cavity
 - 3.2.2. Ogival palate
 - 3.2.3. Malocclusions
 - 3.2.4. Disorders Temporomandibular Joint (TMJ)
 - 3.2.5. Alterations in oral health
 - 3.2.6. Respiratory Problems
 - 3.2.7. No cough reflex or ineffective coughing
 - 3.2.8. Respiratory infections associated with aspiration
 - 3.2.9. Bibliography
- 3.3. Safety and Efficacy Disorders swallowing Main signs present in people with in people with Cerebral Palsy
 - 3.3.1. Alterations in efficiency
 - 3.3.2. Security disturbances
 - 3.3.3. Signs evident at the time of ingestion
 - 3.3.4. Signs not evident at the time of ingestion
 - 3.3.5. Model of action in the presence of swallowing disturbances
- 3.4. Human Nutrition and Dietetics
 - 3.4.1. Symptomatology of malnutrition and dehydration
 - 3.4.2. Consequences of malnutrition and dehydration
 - 3.4.3. Diseases Caused by Heat
 - 3.4.4. Malnutrition/malnutrition Screening Scales
 - 3.4.5. Importance of the role of the nutritionist
- 3.5. Feeding in people with Cerebral Palsy and related disorders with high support needs with dysphagia.
 - 3.5.1. Importance of interdisciplinary work in the feeding of the person with CP with dysphagia.
 - 3.5.2. Types of feeding in people with Cerebral Palsy and disabilities with high support needs.
 - 3.5.3. Aspects Adapted Oral feeding
 - 3.5.4. The evolution towards adaptations in food texture and consistency
 - 3.5.5. Texturized Foods
 - 3.5.6. Main differences with respect to Turmix diet
 - 3.5.7. What does the implementation of texturing involve?



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Enroll in this degree to obtain the most updated didactic contents in Orofacial and Feeding Disorders in ASD and ICH"

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. Gervas, 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.

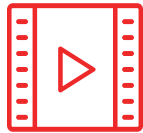
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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

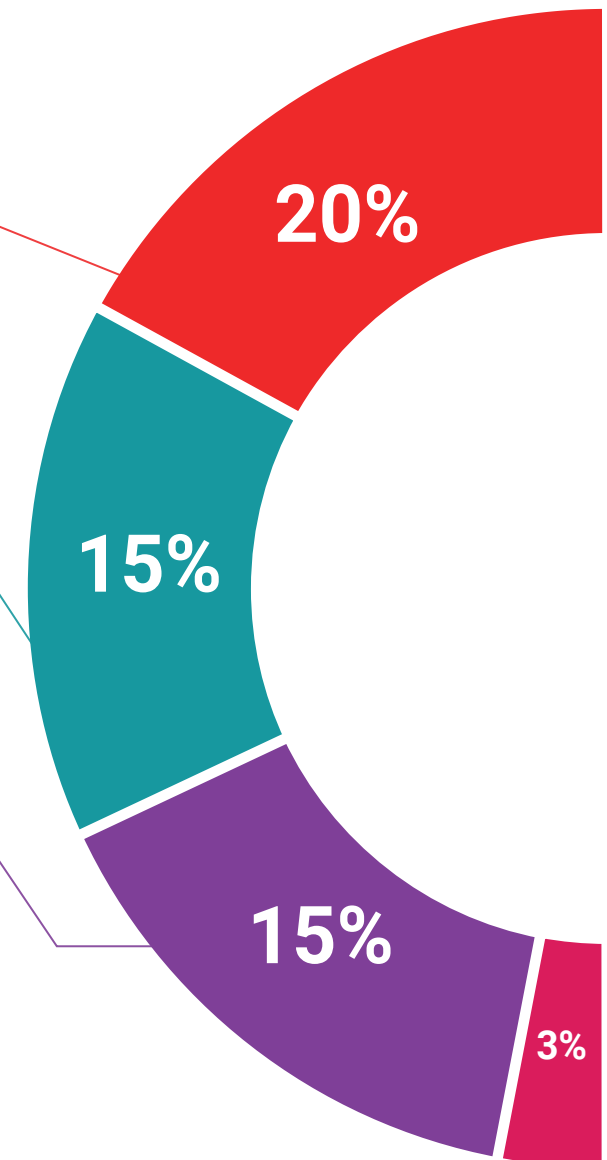
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

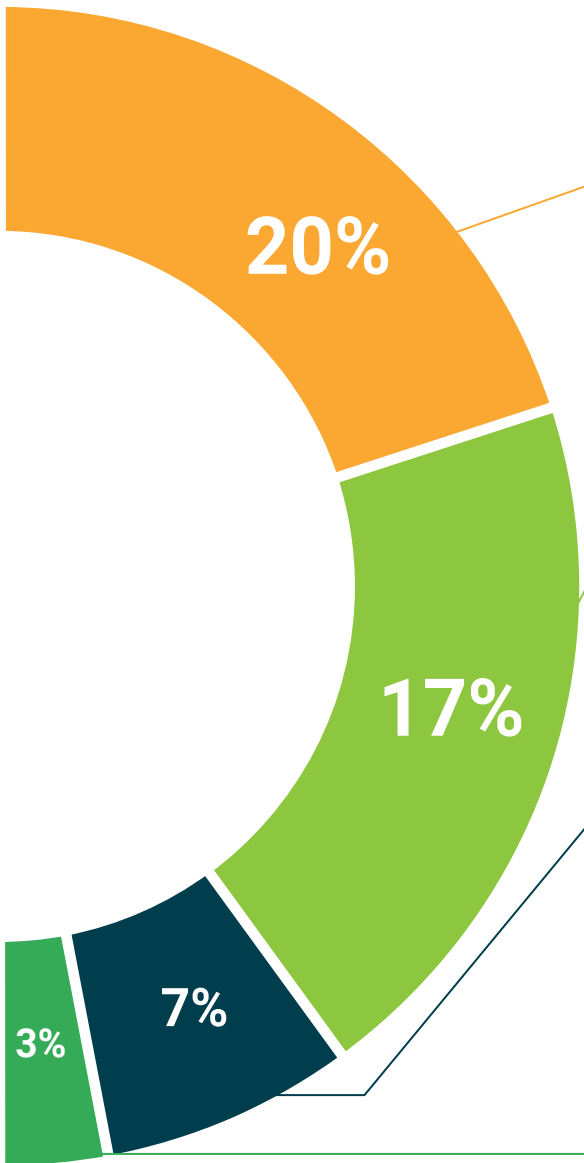
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Diploma in Orofacial and Feeding Disorders in ASD and ICH guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



“

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

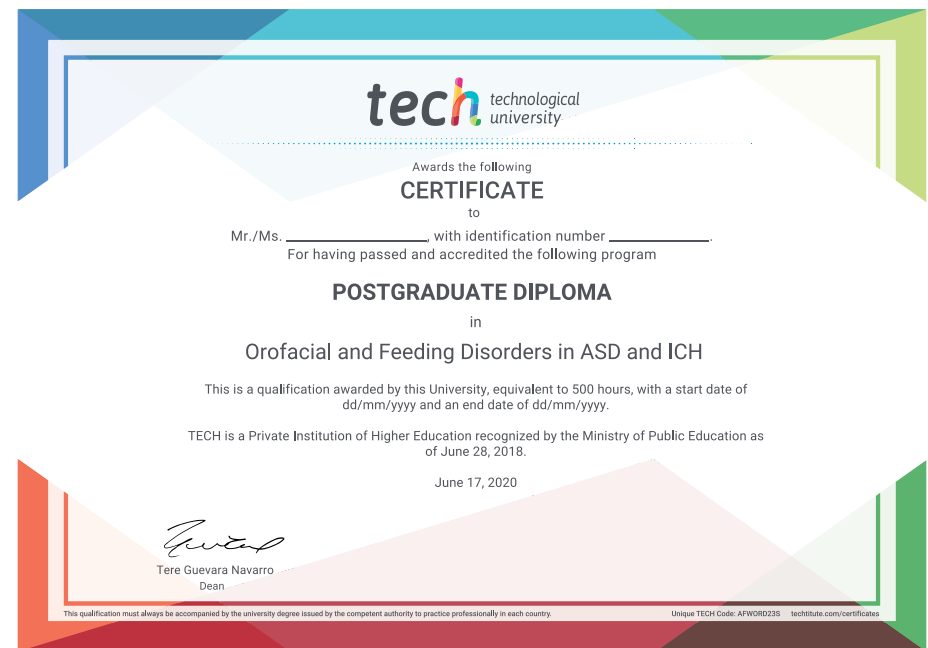
This **Postgraduate Diploma in Orofacial and Feeding Disorders in ASD and ICH** contains the most complete and up-to-date Scientific program on the market.

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