



Postgraduate Diploma
Pathologies Associated
with Dysphagia



Postgraduate Diploma Pathologies Associated with Dysphagia

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-pathologies-associated-dysphagia

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01

Introduction

The high incidence of patients with Parkinson's disease, dementia or who have suffered strokes has increased the number of patients with swallowing problems. In this regard, advances in diagnostic imaging methods, diagnostic techniques and multidisciplinary work have had a significant impact on patient recovery. For this reason, TECH has designed this program in a 100% online pedagogical format, which offers specialists an cutting-edge vision of the main Pathologies Associated with Dysphagia, evaluation and intervention methods. All this, moreover, from a holistic perspective and through the best multimedia teaching material, elaborated by experts with experience in this field.



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In only 6 months you will be up-to-date in the diagnosis and approach of the main Pathologies Associated with Dysphagia”

In an increasingly aging society with a high level of stress, the occurrence of neurological diseases is becoming frequent. Some of them, such as Parkinson's disease, ALS, dementia or Multiple Sclerosis, result in difficulties in swallowing liquid or solid food. However, research studies in this area have provided patients with much more effective therapies and accurate assessment methods.

At the same time, interdisciplinary work with other experts in fields such as speech therapy or psychology has increased therapeutic actions. In this evolving context, TECH has developed this 6-month Postgraduate Diploma in Pathologies Associated with Dysphagia.

A program that focuses on the etiology and diagnosis of Dysphagia, as well as the main advances of this disorder in patients with neurological conditions, warning signs or strategies to improve feeding. In addition, the students will delve into studies on psychogenic dysphagia, neuropsychological factors, its symptoms and the most effective recommendations for families.

Furthermore, in this updating process, the graduates have at their disposal a multitude of pedagogical tools such as video summaries of each topic, detailed videos, specialized readings and clinical case studies. In this context, this educational institution uses the Relearning method, based on the repetition of content, which allows the most important concepts to be reinforced and reduces the number of hours of study.

The professional is, in this way, facing an excellent opportunity to keep abreast of developments in this area through a flexible and convenient program. Students only need a digital device with an Internet connection to visualize, at any time, the contents hosted on the virtual platform. In this way, the physicians are faced with an ideal academic option to combine with their more demanding daily responsibilities.

This **Postgraduate Diploma in Pathologies Associated with Dysphagia** 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 Otorhinolaryngology and Speech Therapy
- ♦ 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 self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



A program that will allow you to be up-to-date in the progress achieved through interdisciplinary treatment of Dysphagia"

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Thanks to TECH you will be able to improve your skills in the management of Dysphagia and make the most effective recommendations to families"

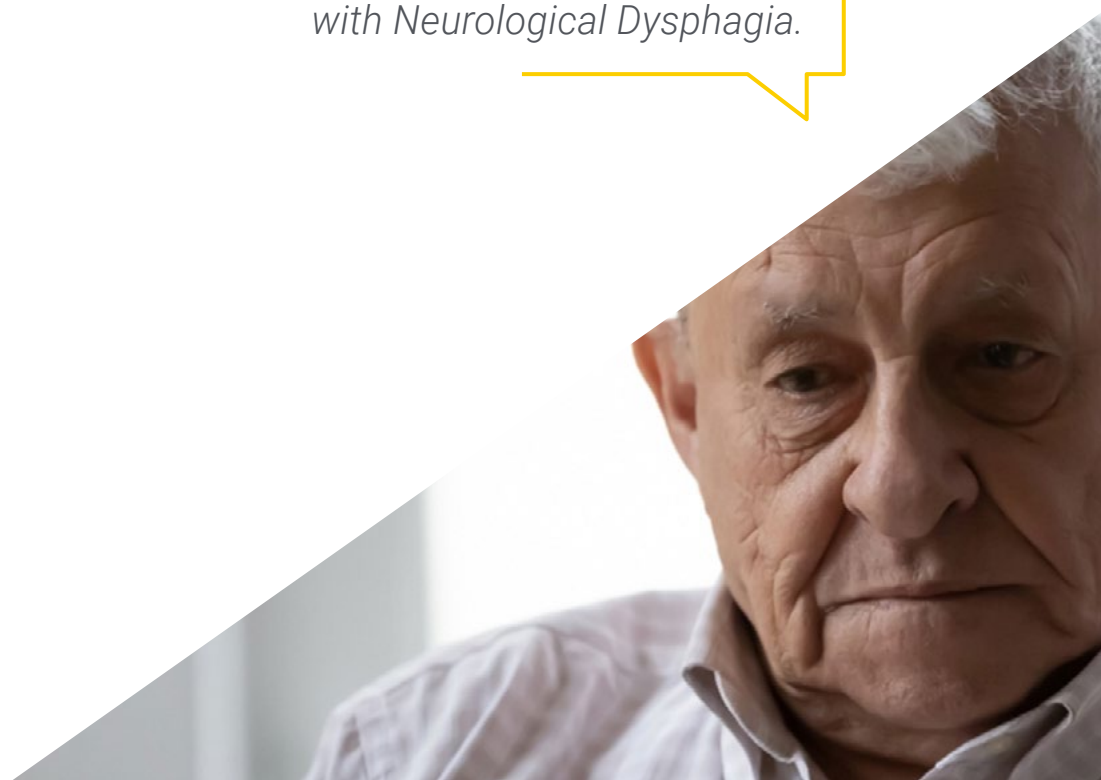
The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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 educational year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will be up-to-date on the most effective treatment strategy for patients with Guillain-Barré syndrome and Myasthenia Gravis.

Delve into the improvement of rehabilitation techniques and specific therapies for patients with Neurological Dysphagia.



02 Objectives

The purpose of this Postgraduate Diploma is to provide the graduate with a solid theoretical framework, supported by a practical approach that leads to an update in Pathologies Associated with Dysphagia. In this context, the specialist will give an update on technical advances in diagnostic imaging, on studies in Neurological or Psychogenic Dysphagia. For this purpose, TECH provides the most advanced pedagogical tools available in the educational landscape.





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From a theoretical-practical perspective you will delve into Dysphagia in patients with ALS, stroke or TBI"



General Objectives

- ◆ Update theoretical and practical knowledge about Dysphagia
- ◆ Develop clinical assessment skills
- ◆ Design and implement treatment plans according to the most current procedures
- ◆ Delve into the most up-to-date technologies and techniques
- ◆ Encourage interdisciplinary collaboration



TECH adapts to you and your schedule, that's why it has designed a Postgraduate Diploma 100% online and flexible"





Specific Objectives

Module 1. Etiology and diagnosis of Dysphagia

- ♦ Describe the normal physiology of swallowing
- ♦ Identify the causes and etiologies of Dysphagia
- ♦ Inquire about the symptoms and signs of Dysphagia
- ♦ Delve into clinical evaluation techniques

Module 2. Neurological Dysphagia

- ♦ Describe Neurological Dysphagia
- ♦ Point to neurological diseases that can cause Dysphagia
- ♦ Explore disorders such as stroke, Parkinson's disease
- ♦ Identify the signs and symptoms of neurological Dysphagia

Module 3. Psychogenic dysphagia

- ♦ Delve into Psychogenic Dysphagia
- ♦ Identify the triggering and predisposing factors of psychogenic dysphagia
- ♦ Delve into strategies for the management and treatment of psychogenic dysphagia

03

Course Management

For the sake of a correct updating process on the part of medical professionals. TECH has carried out a thorough selection process for each and every one of the teachers that make up this program. In this way, the students will have the guarantee of access to a comprehensive syllabus, based on the latest clinical evidence on the diagnosis and intervention of patients with Pathologies Associated with Dysphagia. Furthermore, given the proximity of the teaching staff, they will be able to answer any questions you may have about the content of this program.





A program designed by specialists with clinical experience in the management of patients with various Pathologies Associated with Dysphagia"

International Guest Director

Julie Stierwalt, M.D., is a leading consultant in the Division of Speech Pathology within the Department of Neurology at the Mayo Clinic in Rochester. With an outstanding track record in the diagnosis and treatment of Speech, Language, Cognitive and Swallowing Disorders, she has set a standard of excellence in her field. Her clinical focus has been on optimizing communication for people with both acute and progressive conditions.

She has also been recognized internationally for her research and contributions in areas such as Aphasia, Frontotemporal Dementia, Amyotrophic Lateral Sclerosis (ALS) and Functional Speech Disorders. In fact, her publications in high impact scientific journals have provided valuable insights into the treatment and diagnosis of these disorders, significantly influencing clinical practice and health policy. In addition, her interest in telepractice has been crucial in expanding access to Speech Pathology services, especially in times of pandemic.

She has also been the recipient of numerous awards and honors throughout her career, including the Leadership Award from the College of Communication and Information at Florida State University, as well as her appointment as a Fellow of the American Speech-Language-Hearing Association (ASHA). In this way, with her unwavering commitment to improving the communication and quality of life of her patients, Dr. Julie Stierwalt has become a key figure in the field of Speech Pathology, as well as an international reference in the treatment of Speech, Language and Swallowing Disorders. In this regard, her work continues to inspire healthcare professionals and benefit countless patients around the world.



Dr. Stierwalt, Julie

- Consultant for the Division of Speech Pathology, Department of Neurology, Mayo Clinic, United States
- Speech-Language Pathologist at the Mayo Clinic
- Specialist in Neurological Disorders of Communication
- PhD in Speech-Language Pathology from the University of Iowa
- Master's Degree in Speech Pathology, University of Northern Iowa
- B.S. in Speech Pathology, University of Northern Iowa
- Member of: Alternative and Augmentative Communication Task Force (Division of Speech Pathology), Cognitive Evaluation Committee (Division of Speech Pathology), Dysphagia Research Society, American Speech-Language-Hearing Association



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

Management



Mr. Maeso i Riera, Josep

- ♦ Director of the Otorhinology Section of the Otorhinology Ophthalmology Center of Egara
- ♦ Assistant Physician of the Otorhinology Service in the Head and Neck Section of the Mútua de Terrass University Hospital
- ♦ Physician in charge of the Dacryology Section (Ophthalmology Service) of the Delfos Medical Center
- ♦ Head of the Otorhinology Department at Sanitas CIMA Hospital
- ♦ Collaborating physician in the Otorhinology office of the Sanitas offices
- ♦ Specialist in Otorhinology
- ♦ Doctor in Medicine and Surgery from the Autonomous University of Barcelona
- ♦ Degree in Medicine and Surgery from the Autonomous University of Barcelona
- ♦ Diploma in Hospital Management from the School of Business Administration and Management
- ♦ Member of: Catalan Society of Oto-Rhino-Laryngology, Spanish Society of Otolaryngology and Cervico-Facial Pathology, and American Academy of Otolaryngology-Head and Neck Surgery



Ms. Marcos Galán, Victoria

- ♦ Director of the Crecemos contigo center and Neuro-logist
- ♦ Specialist in Voice Pathology and Myofunctional Therapy
- ♦ Professor, Department of Physiotherapy in Health Sciences, Castilla La Mancha University
- ♦ Trainer in health specialization courses in Speech Therapy Intervention
- ♦ Specialist in Voice Pathology from the University of Alcalá de Henares
- ♦ Degree in Speech Therapy from the Complutense University of Madrid

Professors

Ms. Gallego, Indira

- ♦ speech therapist at Neuro-logo Center
- ♦ Speech therapist at the Public School of Special Education BIOS in Talavera de la Reina
- ♦ Erre que erre Speech Therapy Center of Toledo

04

Structure and Content

The plan of study of this university program on Pathologies Associated with Dysphagia is supported by numerous additional and high quality teaching materials. In this sense, the graduate will have at his disposal multimedia pills, specialized readings and case studies, accessible 24 hours a day, from any digital device with Internet connection. In this way, the medical professional will obtain from a theoretical-practical perspective the most complete update in this field.





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Inquire into the most robust research on the effects of swallowing problems in people with Alzheimer's and dementias"

Module 1. Etiology and diagnosis of Dysphagia

- 1.1. Dysphagia Impaired Nonverbal Oral Function
 - 1.1.1. Altered Nonverbal Dysphagia
 - 1.1.2. Non-Verbal Oral Function: Swallowing
 - 1.1.3. Physiological Phases of Swallowing
 - 1.1.4. Oropharyngeal Dysphagia and Its Impact on Nonverbal Oral Function
- 1.2. Differential Diagnosis of Dysphagia
 - 1.2.1. Normal Swallowing
 - 1.2.2. Pathological Swallowing
 - 1.2.3. Painful Swallowing: Odynophagia
 - 1.2.4. Pharyngeal Globe
- 1.3. Classification of Dysphagia
 - 1.3.1. Types of Dysphagia
 - 1.3.2. Oropharyngeal Dysphagia
 - 1.3.4. Esophageal Dysphagia
 - 1.3.5. Functional Dysphagia
- 1.4. Causes of Dysphagia
 - 1.4.1. Causes of Oropharyngeal Dysphagia
 - 1.4.2. Causes of Esophageal Dysphagia
 - 1.4.3. Causes of Psychogenic Dysphagia
 - 1.4.4. Causes Latrogenic
- 1.5. Dysphagia Associated with Other Diseases
 - 1.5.1. Neurological Disorders
 - 1.5.2. Muscular Diseases
 - 1.5.3. Organic Diseases
 - 1.5.4. Infectious Diseases
 - 1.5.5. Functional Diseases



- 1.6. Complications Associated with Dysphagia
 - 1.6.1. Decreased Swallowing Efficiency
 - 1.6.1.1. Undernourishment
 - 1.6.1.2. Dehydration
 - 1.6.2. Decreased Swallowing Safety
 - 1.6.3. Dependency and Increased Care
 - 1.6.4. Complications Arising from the Use of Artificial Nutrition
- 1.7. Interdisciplinarity in the Treatment of Dysphagia
 - 1.7.1. O.R.L
 - 1.7.2. Digestive
 - 1.7.3. Physiotherapy
 - 1.7.4. Speech Therapy
- 1.8. Dysphagia and Other Verbal and Nonverbal Oral Functions
 - 1.8.1. Breathing
 - 1.8.2. Salivation
 - 1.8.3. Chewing
 - 1.8.4. Breathing
 - 1.8.5. Voice
 - 1.8.6. Speech
- 1.9. Dysphagia and Family Environment
 - 1.9.1. Changes in Eating Habits
 - 1.9.2. Guidelines for the Management of Dysphagia in the Family
 - 1.9.3. Social Impact and Dysphagia
 - 1.9.4. Conclusions
- 1.10. Dysphagia and Neuropsychological Status of the Patient and Environment
 - 1.10.1. Psychological Status of the Patient with Dysphagia
 - 1.10.2. Psychological State of the Family
 - 1.10.3. Neuropsychological Status of the Patient
 - 1.10.4. Executive Functions in the Patient with Dysphagia

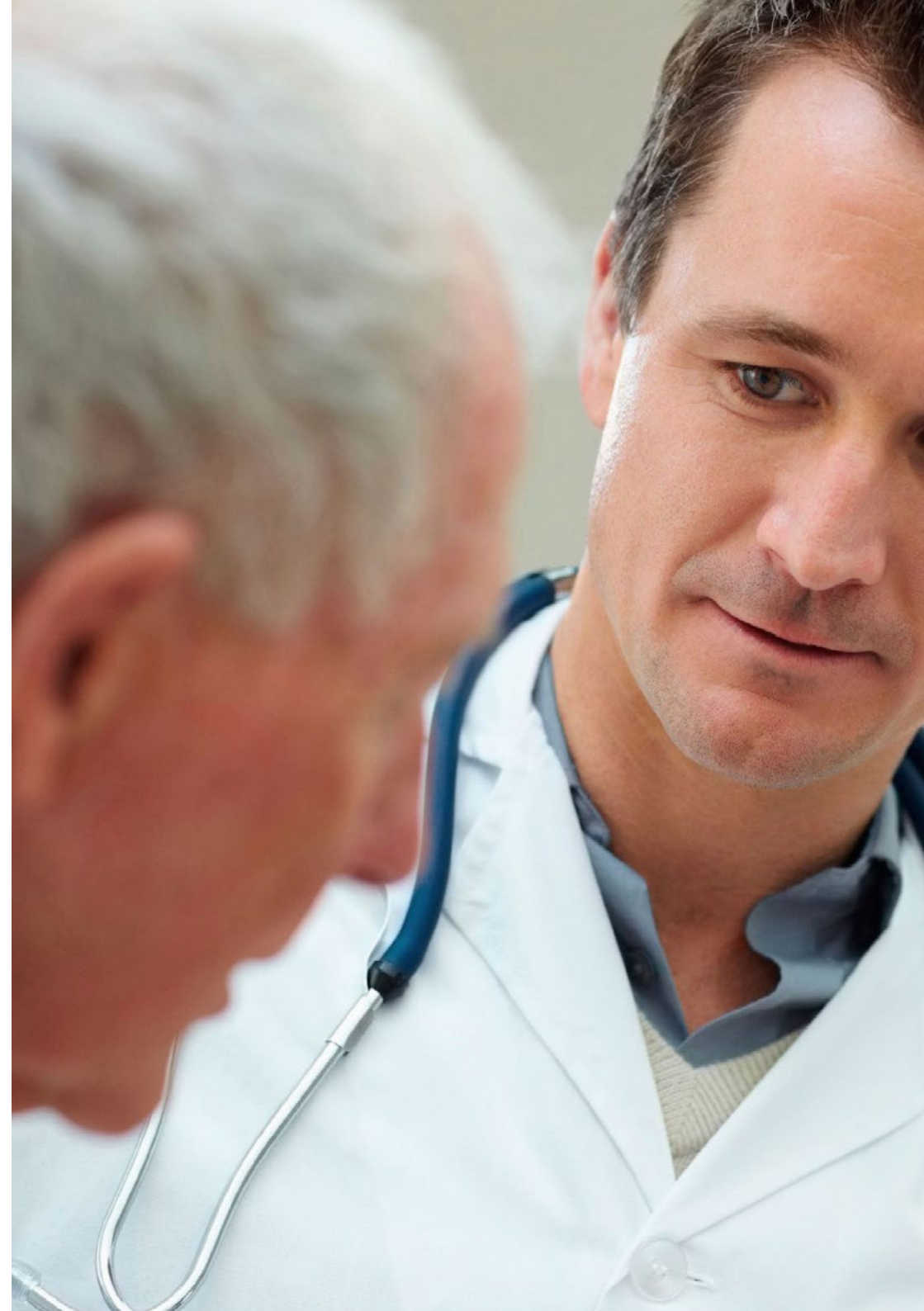
Module 2. Neurological Dysphagia

- 2.1. Dysphagia in Dysarthria and Aphasia
 - 2.1.1. Spastic, Flaccid, Ataxic Dysarthria
 - 2.1.2. Hypokinetic, Hyperkinetic and Mixed Dysarthria
 - 2.1.3. Fluent Aphasias
 - 2.1.4. Non-Fluent Aphasias
- 2.2. Dysphagia in Alzheimer's Disease and Dementias
 - 2.2.1. Mild, Moderate or Severe Dementia
 - 2.2.2. Consequences of Dysphagia in People with Alzheimer's Disease and Dementia
 - 2.2.3. Warning Signs
 - 2.2.4. Strategies to Improve Feeding in Advanced Dementia
- 2.3. Dysphagia in Cerebral Palsy
 - 2.3.1. Neuromotor Impairments in Cerebral Palsy
 - 2.3.2. How Dysphagia Affects People with Cerebral Palsy
 - 2.3.3. Myofunctional Therapy
 - 2.3.4. Food and Nutrition
- 2.4. Dysphagia in ALS (Amyotrophic Lateral Sclerosis)
 - 2.4.1. How Dysphagia Affects People with ALS
 - 2.4.2. Signs and Alerts for Detection
 - 2.4.3. Maneuvers to Improve Swallowing
 - 2.4.4. Food and Nutrition
- 2.5. Dysphagia in Multiple Sclerosis
 - 2.5.1. How Dysphagia Affects Sclerosis
 - 2.5.2. Symptoms
 - 2.5.3. Neuromuscular Electrical Stimulation
 - 2.5.4. Strategies for Swallowing Improvement
- 2.6. Dysphagia in Cerebrovascular Accident (CVA) and Traumatic Brain Injury (TBI)
 - 2.6.1. Dysphagia According to Lesion Location
 - 2.6.2. Effects of CVA and TBI on Swallowing
 - 2.6.3. Frequency of Dysphagia after Stroke or TBI
 - 2.6.4. Swallowing Maneuvers

- 2.7. Dysphagia in Parkinson's Disease
 - 2.7.1. How Parkinson's Affects Swallowing
 - 2.7.2. Warning Signs for Detection
 - 2.7.3. High Prevalence of Dysphagia in People with Parkinson's Disease
 - 2.7.4. Foods that Promote Swallowing in Parkinson's Disease
- 2.8. Dysphagia in Guillain-Barré Syndrome and Myasthenia Gravis
 - 2.8.1. How Dysphagia Affects Guillain-Barré Syndrome
 - 2.8.2. How Dysphagia Affects Myasthenia Gravis
 - 2.8.3. Strategies for Action
 - 2.8.4. Food and Nutrition
- 2.9. Dysphagia in Huntington Disease
 - 2.9.1. How Dysphagia Affects Huntington Disease
 - 2.9.2. Symptoms
 - 2.9.3. Swallowing Maneuvers
 - 2.9.4. Nutritional Status of People with Huntington's Disease
- 2.10. Dysphagia in Epilepsy
 - 2.10.1. Tonic Epilepsy
 - 2.10.2. Atonic Epilepsy
 - 2.10.3. Clonic Epilepsy
 - 2.10.4. Myoclonic Epilepsy

Module 3. Psychogenic dysphagia

- 3.1. Neuropsychological Factors and Swallowing
 - 3.1.1. Neurology and Dysphagia
 - 3.1.2. Psychology and Dysphagia
 - 3.1.3. Neuropsychological Factors and Dysphagia
 - 3.1.4. Conclusions
- 3.2. Nervous Dysphagia
 - 3.2.1. Definition
 - 3.2.2. Cause of Nervous Dysphagia
 - 3.2.3. Phagophobia
 - 3.2.4. Fear of Choking



- 3.3. Differential Diagnosis of Psychogenic Dysphagia
 - 3.3.1. Psychological Dysphagia/Neurological Dysphagia
 - 3.3.2. Psychological Dysphagia/ Organic Dysphagia
 - 3.3.3. Psychological Dysphagia/ Functional Dysphagia
 - 3.3.4. Conclusions
- 3.4. Symptoms in Psychogenic Dysphagia
 - 3.4.1. Subjective Symptoms/Objective Symptoms
 - 3.4.2. Fear of Swallowing
 - 3.4.3. Anxiety, Hypochondria, Depression. Panic Attack
 - 3.4.4. Weight Loss
 - 3.4.5. Loss of Security and Self-Esteem
- 3.5. Recommendations for Families with Psychogenic Dysphagia
 - 3.5.1. Guidelines for Family Members of Patients with Dysphagia
 - 3.5.2. Environmental Conditions
 - 3.5.3. Oral Hygiene Guidelines
 - 3.5.4. Conclusions
- 3.6. Recommendations for Children with Psychogenic Dysphagia
 - 3.6.1. Guidelines for Family Members of Patients with Dysphagia
 - 3.6.2. Environmental Conditions
 - 3.6.3. Oral Hygiene Guidelines
 - 3.6.4. Conclusions
- 3.7. Psychology, Speech Therapy and Psychogenic Dysphagia
 - 3.7.1. Interdisciplinary Relationship between Psychology and Speech-Language Pathology
 - 3.7.2. Psychological Treatment
 - 3.7.3. Speech Therapy Treatment
 - 3.7.4. Conclusions
- 3.8. Emotional State and Psychogenic Dysphagia
 - 3.8.1. Assessment of the Emotional State of the Patient with Dysphagia
 - 3.8.2. Diagnosis of the Emotional State of the Patient with Dysphagia
 - 3.8.3. Intervention in the Emotional State the Patient with Dysphagia
 - 3.8.4. Psychological Guidelines for Family and Environment of the Patient with Dysphagia
- 3.9. Logopedic Treatment of Psychogenic Dysphagia
 - 3.9.1. Myofunctional Intervention
 - 3.9.2. Body Movement Intervention
 - 3.9.3. Sensory Stimulation Intervention
 - 3.9.4. Breathing-Relaxation Intervention
- 3.10. Clinical Cases
 - 3.10.1. Clinical Case Adult with Psychogenic Dysphagia
 - 3.10.2. Clinical Case Children with Psychogenic Dysphagia
 - 3.10.3. Clinical Case Adult Support
 - 3.10.4. Clinical Case Child Support



Do you want to be aware of the approach to psychogenic Dysphagia? Do it through the numerous clinical cases provided by this program"

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 Diploma in Pathologies Associated with Dysphagia guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





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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 Diploma in Pathologies Associated with Dysphagia** 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 Diploma in Pathologies Associated with Dysphagia**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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

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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Postgraduate Diploma

Pathologies Associated with Dysphagia

