

Postgraduate Certificate

Dysphagia Assessment and Intervention for Nursing





Postgraduate Certificate Dysphagia Assessment and Intervention for Nursing

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 7 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/nursing/postgraduate-certificate/dysphagia-assessment-intervention-nursing

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01

Introduction

Dysphagia Assessment and Intervention have gained importance due to the aging population and neurological conditions that affect swallowing. The implementation of advanced assessment techniques, such as videofluoroscopy and flexible laryngeal endoscopy, so that nurses can more accurately identify aspiration risks and swallowing disorders. In addition, Dysphagia specialization programs emphasize the use of interdisciplinary strategies, collaborating with speech therapists and nutritionists to design personalized intervention plans.

For this reason, TECH has developed an extensive, fully virtual program, designed to fit the personal and work schedules of graduates. It is also based on the Relearning methodology, a pioneer in this university.





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With this 100% online Postgraduate Certificate, you will have access to specialized skills in the assessment and management of Dysphagia, preparing you to identify and effectively address swallowing disorders”

According to recent data, the prevalence of Dysphagia in older adults and critically ill patients is alarmingly high, with studies showing that up to 30% suffer from this condition in long-term care institutions. Therefore, nurses play a fundamental role in the initial assessment, through standardized tools, and in the implementation of therapeutic strategies.

In this way, this Postgraduate Certificate is born, which will delve into the knowledge of the structures involved in the swallowing process, such as pharyngeal muscles, larynx and esophagus, as well as their proper functioning as an essential part of a safe and effective swallowing. In addition, the functional basis of Dysphagia will be addressed, with emphasis on the classification of this disorder and the identification of related pathologies.

Also, assessment scales and instrumental techniques for the evaluation of Dysphagia will be investigated, using standardized tools for the evaluation of swallowing function, such as videofluoroscopy of Swallowing and endoscopy, and interpreting the results to make an accurate assessment. Emphasis will also be placed on the development of strategies for the evaluation of Dysphagia at different stages of the process, including the assessment before, during and after speech therapy intervention.

Finally, nurses will be qualified to assess the nutritional status of patients with Dysphagia, considering the serious consequences of malnutrition and poor hydration. Compensatory techniques, which aim to facilitate swallowing at the moment, as well as rehabilitative techniques, aimed at improving swallowing function in the long term, will also be examined.

Similarly, compensatory techniques, which aim to facilitate swallowing in the moment, as well as rehabilitative techniques, aimed at improving swallowing function in the long term, will also be examined. In addition, the revolutionary Relearning learning methodology is used, which focuses on the repetition of key concepts to achieve an optimal and natural understanding of the material.

This **Postgraduate Certificate in Dysphagia Assessment and Intervention for Nursing** 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 Rehabilitation and Orofacial Therapy
- ♦ The graphic, schematic and eminently practical contents with which it is conceived gather scientific and practical information on those disciplines that are indispensable 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



You will be prepared to address Dysphagia, with special attention to neurological cases, therefore improving the quality of life of patients through an effective and personalized management of their swallowing needs”

“

You will address the difference between compensatory and rehabilitative techniques, enabling you to implement appropriate strategies that improve swallowing safety and efficacy. What are you waiting for to enroll?"

The program's teaching staff includes professionals from the sector who contribute their work experience to this specializing 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 course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will delve into the functional basis of Dysphagia, being able to classify it and understand the associated pathologies, through the best didactic materials, at the forefront of technology and education.

Bet on TECH! You will master standardized assessment tools and advanced techniques, such as videofluoroscopy and endoscopy, to assess the severity of dysphagia and plan effective intervention strategies.



02

Objectives

The main objectives include mastery of the anatomy and physiology of swallowing, the ability to classify and understand the different forms of Dysphagia and its associated pathologies, as well as the competence to use assessment scales and instrumental techniques for accurate evaluation. In addition, nurses will be specialized in the application of intervention strategies before, during and after speech therapy, as well as in the assessment of nutritional status and the consequences of poor hydration and malnutrition. Finally, skills will be developed to differentiate and apply compensatory and rehabilitative techniques.





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The objectives of the Postgraduate Certificate will focus on providing health professionals with the necessary skills and knowledge to effectively address Dysphagia”



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



You will differentiate between compensatory and rehabilitative techniques, applying a comprehensive approach in the treatment of Dysphagia, especially in cases of neurological origin. With all the TECH quality guarantees!"





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
- ◆ Become familiar with assessment scales, 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

The faculty is composed of a multidisciplinary team of highly qualified experts in the field of swallowing and rehabilitation. In fact, these mentors bring not only a solid theoretical and technical background, but also valuable practical experience in the assessment and management of Dysphagia in a variety of clinical settings. In addition, their expertise ranges from the use of advanced instrumental techniques to the application of personalized intervention strategies, enabling graduates to understand the study plan.





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TECH faculty are involved in research and continuous updating of best practices, ensuring that the program reflects the latest advances and standards in the management of Dysphagia”

Management



Ms. Santacruz García, Estefanía

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



Mr. Borrás Sanchis, 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
- ♦ Diploma 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
- ◆ 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

Ms. 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

- ◆ 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 University of Distance Education (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. 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 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 Care, Developmental and Child Psychology from the International University of Valencia
- ♦ Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- ♦ 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. Muñoz Boje, Rocío

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



Ms. Navarro Maruenda, Laura

- ♦ Neuropsychologist at the 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. 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. Selva Cabañero, Pilar

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



Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

04

Structure and Content

The academic program will cover the detailed study of the anatomy and physiology of swallowing, providing a solid foundation on how anatomical structures and functional processes are involved in normal and pathological swallowing. Clinical and instrumental assessment techniques will also be covered, including the use of rating scales and tools such as videofluoroscopy. In addition, emphasis will be placed on the development of intervention strategies during the pre-, active and post-logopedic intervention phases, as well as the assessment of patients' nutritional status.





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You will be updated in compensatory and rehabilitative techniques, focused on the comprehensive approach to neurological Dysphagia, with the support of the revolutionary learning methodology known as Relearning”

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. Pre-Oral 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. Differentiation 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 Clinical Examination Method
 - 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. Medical History
 - 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. Undernourishment
 - 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. Dysphagia Rehabilitation Using 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

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You will cover the different classifications of Dysphagia and associated pathologies, recognizing and differentiating between the different types of Dysphagia, thanks to an extensive library of innovative multimedia resources”

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 Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology 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, in an attempt to recreate the real conditions in professional nursing 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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
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 case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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.

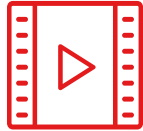
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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 really specific and precise.

These contents are then adapted in 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.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want.



Interactive Summaries

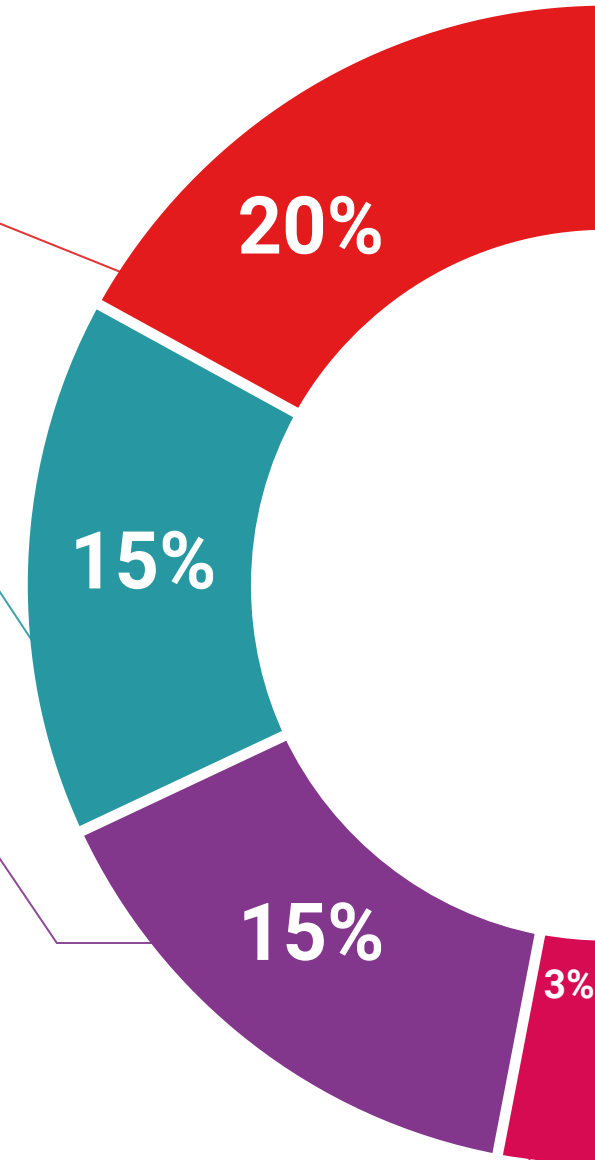
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

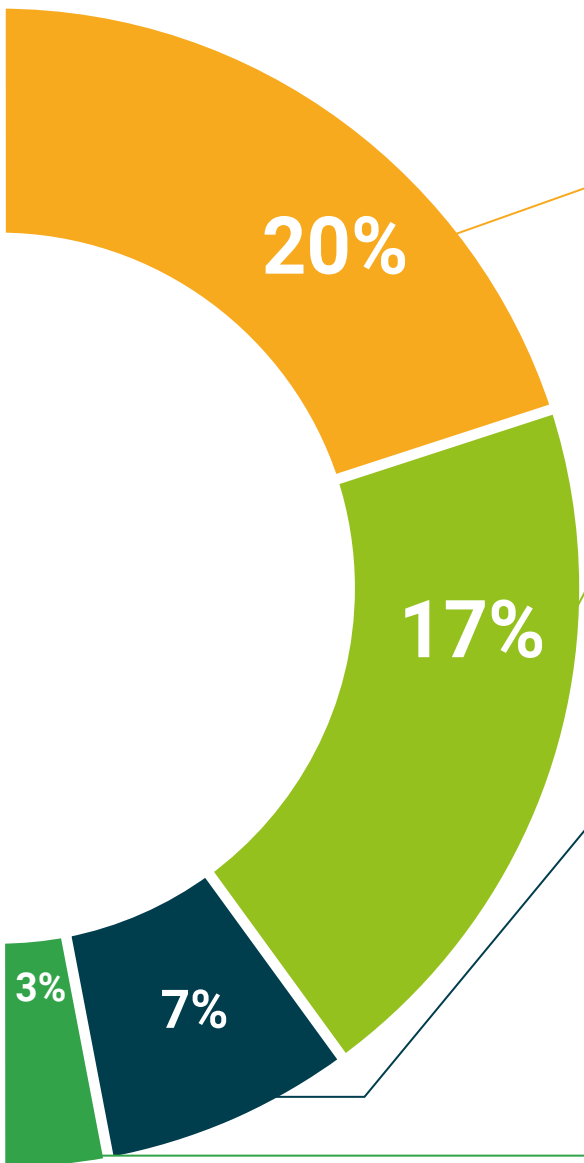
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

The student's knowledge is periodically assessed and re-assessed throughout the program, through evaluative and self-evaluative activities and exercises: in this way, students can check how they are doing in terms of achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Certificate in Dysphagia Assessment and Intervention for Nursing guarantees, in addition to the most rigorous and updated knowledge, access to a Postgraduate Certificate 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 private qualification will allow you to obtain a **Postgraduate Certificate in Dysphagia Assessment and Intervention for Nursing** 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** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Dysphagia Assessment and Intervention for Nursing**

Modality: **online**

Duration: **6 weeks**

Accreditation: **7 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.



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Postgraduate Certificate

Dysphagia Assessment and Intervention for Nursing

