

Postgraduate Certificate

Feeding Disorders in Autism for Nursing





Postgraduate Certificate Feeding Disorders in Autism 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/feeding-disorders-autism-nursing

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01

Introduction

According to recent studies, about 70% of individuals with Autism have eating problems, ranging from extremely limited food choices to erratic eating patterns. These disorders may include aversions to certain tastes, textures and colors, as well as a preference for foods with low nutritional value. As such, current research highlights the importance of comprehensive assessment and implementation of personalized strategies to address these disturbances, such as tailored dietary interventions and behavioral modification therapies. In this context, TECH has launched a fully online program, created to fit the individual and work schedules of graduates. It is also based on the innovative learning methodology known as Relearning, a pioneer in this university.





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Thanks to this 100% online Postgraduate Certificate, you will update your knowledge on how the unique sensory profile of each individual with ASD can influence their food preferences and aversions”

Recent research indicates that a large majority of individuals with Autism Spectrum Disorder (ASD) exhibit atypical eating patterns, including food variety restrictions and aversions to specific textures. Therefore, nursing plays a crucial role in the identification of these disorders, the implementation of personalized nutritional strategies and the coordination with other health professionals.

This is how this Postgraduate Certificate is born, which will delve into the concept of ASD and how the unique sensory profile of each individual influences their food preferences and aversions. In addition, it will explore how tactile, visual and auditory sensitivities can affect food selection and acceptance, as well as the implications of these factors for the design of effective nutritional intervention strategies.

Possible intervention strategies to address the difficulties that individuals with ASD may experience during feeding will also be addressed. In this regard, methods for managing food aversions, improving the acceptance of a more varied diet, and overcoming problems related to texture and taste of food. We will also develop and implement a program of work that promotes optimal dietary function.

Finally, the study plan will equip professionals with visual, tactile and auditory support strategies to improve understanding of the food context. Likewise, practical tools will be generated that can be applied in natural situations, facilitating a more inclusive and effective eating environment.

In this way, TECH has launched a complete and fully online program, allowing graduates to access at any time and from anywhere, as long as they have an electronic device connected to the Internet. In addition, the innovative Relearning learning methodology is used, which focuses on the repetition of key concepts to achieve a deep and natural understanding of the content.

This **Postgraduate Certificate in Feeding Disorders in Autism 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-language neurorehabilitation and analysis of vital functions
- ♦ 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 process of 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



You will develop individualized, flexible feeding programs based on the particular interests and needs of each patient with Autism, promoting a positive and adapted eating experience”

“ You will emphasize the use of visual, tactile and auditory supports to improve understanding of the food context and reduce anxiety during mealtimes, thanks to an extensive library of multimedia resources”

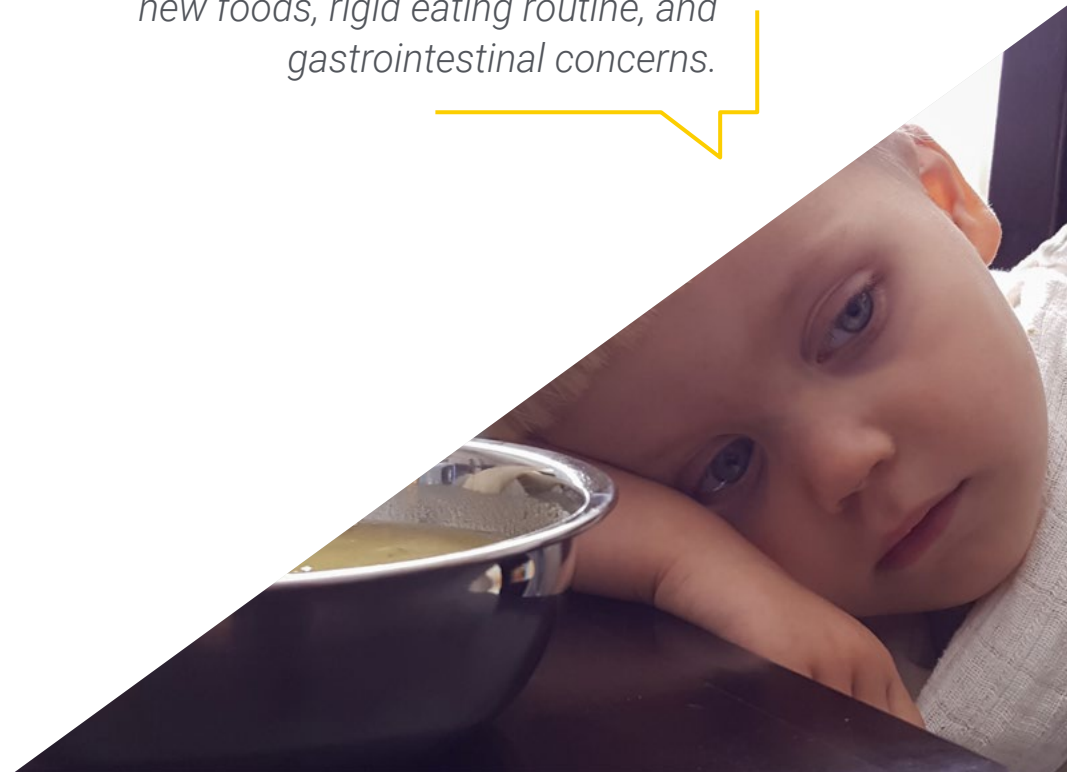
The program's teaching staff includes professionals from the sector who contribute their work experience to this specializing program, as well as renowned specialists from leading societies and prestigious universities.

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 aspects such as hypersensitivity to certain textures, tastes, and smells, and how these characteristics can result in restrictive or unusual eating patterns. With all TECH's quality guarantees!

Bet on TECH! You'll identify and apply effective techniques to manage problems such as resistance to new foods, rigid eating routine, and gastrointestinal concerns.



02 Objectives

The main objective of the university program will be to provide nurses with the tools and knowledge necessary to effectively address the complex nutritional needs of individuals with Autism Spectrum Disorder (ASD). Therefore, practical strategies to overcome feeding difficulties will be analyzed, and individualized work programs will be developed to promote a balanced intake adapted to the particular interests and needs of each child. In addition, professionals will be equipped with the skills to implement visual, tactile and auditory supports that facilitate the understanding of the food context and enhance the mealtime experience.





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You will be qualified to develop effective strategies, overcoming feeding difficulties and designing personalized feeding programs that respond to the individual interests and needs of each patient”



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

- ◆ Know the concept of ASD (Autism Spectrum Disorders) and how their sensory profile influences their 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



You will analyze how the sensory profile of each patient influences their eating patterns, through the best didactic materials in the academic market, at the forefront of technology and education”



03

Course Management

The Postgraduate Certificate has a highly qualified teaching team, composed of experts in various areas related to Autism and Nutrition. In fact, these instructors include professionals with clinical experience in the management of Autism Spectrum Disorders, nutrition specialists and occupational therapists specialized in sensory integration. Therefore, these experts will bring a combination of advanced theoretical knowledge and practical experience, providing graduates with comprehensive and up-to-date specialization.





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You will gain an in-depth understanding of the feeding challenges in ASD, enabling you to develop effective and personalized interventions to improve the patients' quality of 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



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

Through this academic program, nurses will examine the impact of sensory profiling on food preferences and aversions, being able to identify and manage atypical eating patterns. In addition, strategies for overcoming eating difficulties will be offered, including the creation of personalized programs that are tailored to patients' individual interests and needs. It will also focus on the development of practical tools and techniques for visual, tactile and auditory support techniques to improve understanding of the food environment.





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The Postgraduate Certificate in Feeding Disorders in Autism for Nursing will cover a wide range of content, essential to address feeding complexities in individuals with this type of disorder”

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 ASD
 - 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. Bibliographies
- 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 Feeding 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. Diet 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.



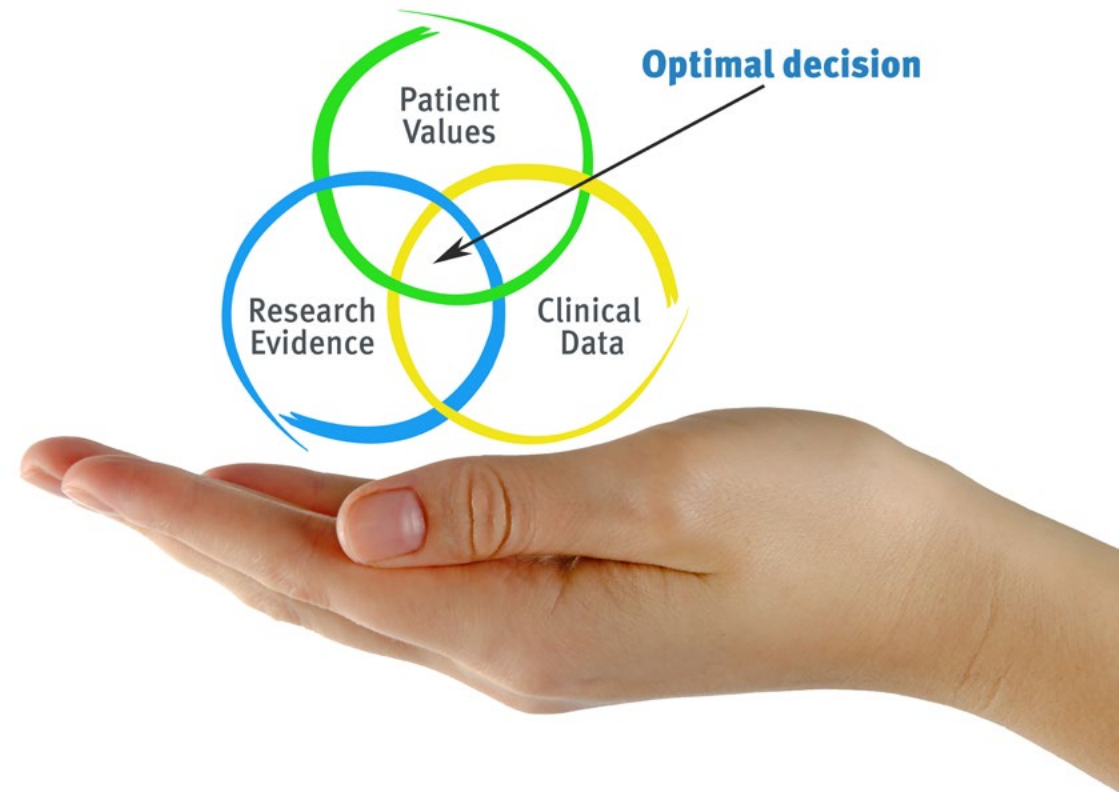
“

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.

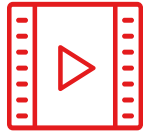
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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

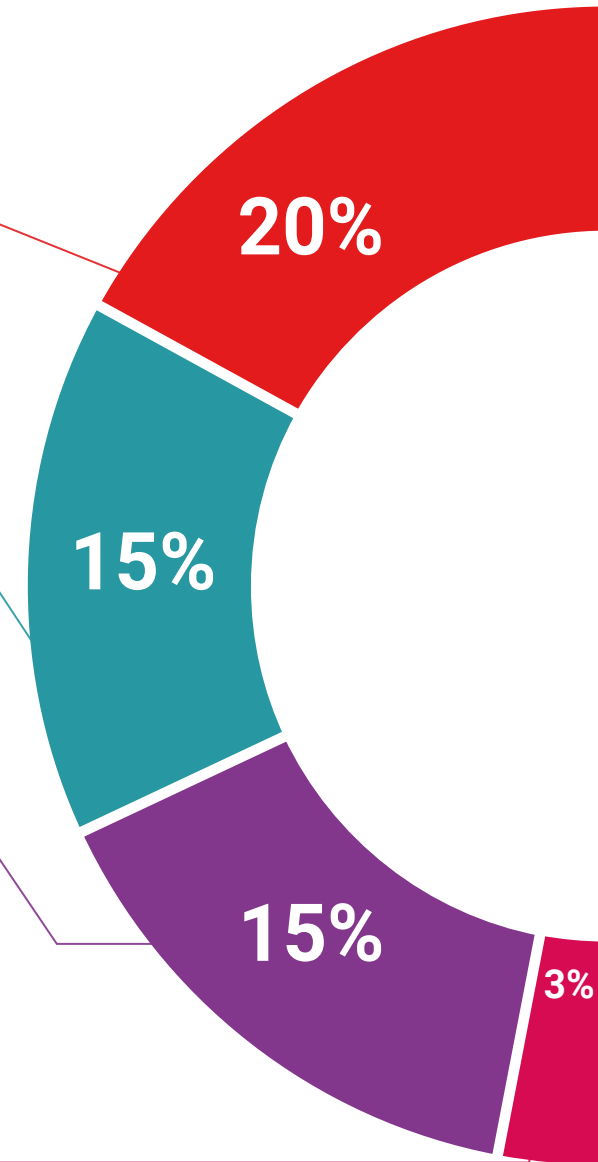
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

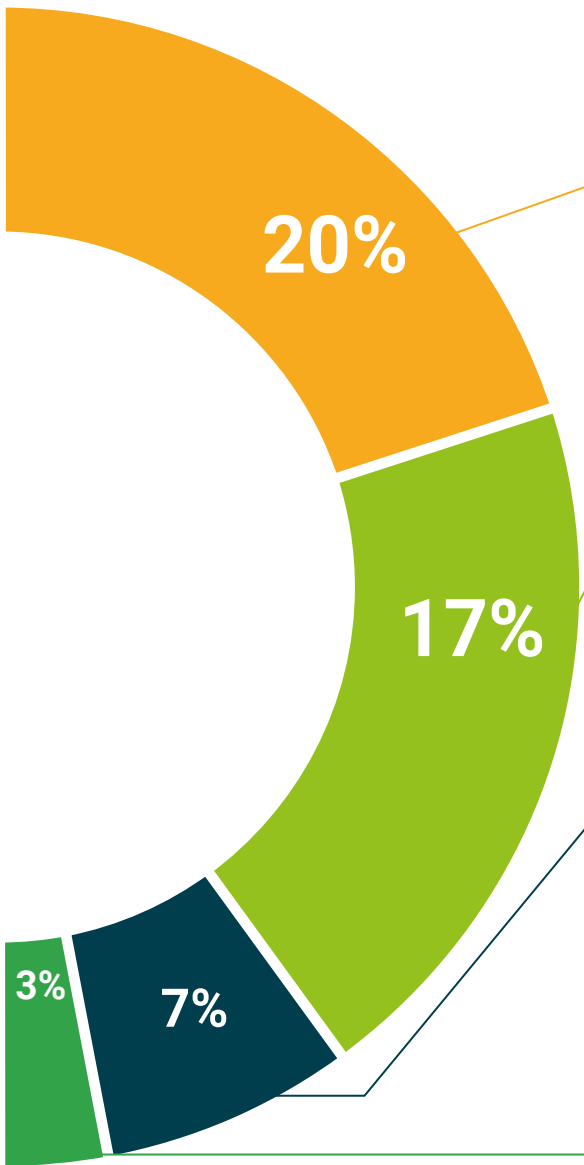
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Feeding Disorders in Autism for Nursing guarantees, in addition to the most rigorous and updated knowledge, access to a Postgraduate Certificate issued by TECH Global University



“

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 Feeding Disorders in Autism 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 Feeding Disorders in Autism for Nursing**

Modality: **online**

Duration: **6 weeks**

Accreditation: **7 ECTS**



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



Postgraduate Certificate Feeding Disorders in Autism for Nursing

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

Postgraduate Certificate

Feeding Disorders in Autism for Nursing

