

Postgraduate Certificate

Orofacial Therapy and Early Care for Nursing



Postgraduate Certificate Orofacial Therapy and Early Care 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/orofacial-therapy-early-care-nursing

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01

Introduction

With the growing recognition of the importance of early intervention, Orofacial Therapy has become an essential tool for addressing problems such as speech, swallowing and oral function disorders. According to studies, early intervention can significantly improve the quality of life and language development in children with difficulties, underscoring the need for specialized education for nursing professionals. This allows them to identify and effectively treat these conditions from an early stage. For this reason, TECH has launched a complete online program, adapted to the student's personal and work schedules. In addition, it is based on the innovative learning methodology known as Relearning.





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Thanks to this 100% online Postgraduate Certificate, you will recognize appropriate motor patterns of Orofacial Therapy in essential processes, such as swallowing, breathing and sucking”

The integration of Orofacial Therapy and Early Care for Nursing specialization aims to prepare professionals to provide comprehensive and specialized care, therefore improving health outcomes in pediatric populations and enhancing the effectiveness of preventive and therapeutic care from an early age.

Therefore, this Postgraduate Certificate is born, which will allow nurses to identify appropriate motor patterns in swallowing, breathing and sucking, crucial elements for a healthy development. In addition, they will early on detect functional alterations in feeding, which is essential to prevent more serious problems in the future. The importance of orofacial growth and the development of vegetative functions in Pediatrics will also be addressed, providing a complete understanding of how these factors influence the overall health of the child.

Likewise, professionals will acquire skills to identify signs of proper positioning during breastfeeding and how to apply this knowledge in different postures to optimize feeding. Emphasis will also be placed on the use of alternative techniques for infant feeding, providing tools to manage situations that require different approaches to ensure adequate nutrition. Likewise, the management of intervention strategies at the orofacial intervention strategies for children with swallowing disorders will be delved into.

Finally, specific action plans will be developed during feeding, which can provide immediate assistance with a high probability of success. Therefore, students will be able to create personalized feeding programs, adapted to the individual needs of each patient, with a preventive, re-educative and rehabilitative approach.

In this way, TECH has designed a comprehensive and completely online program, which will allow graduates to take it conveniently, anytime, anywhere. They will only need an electronic device with an Internet connection to access the didactic materials. Additionally, it is based on the revolutionary Relearning methodology, which consists of the repetition of key concepts for an optimal and natural assimilation of the contents.

This **Postgraduate Certificate in Orofacial Therapy and Early Care 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 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 detect early any functional alteration in feeding, allowing an early intervention that can prevent serious problems in the child's development. What are you waiting for to enroll?"

“*You will design feeding programs adapted to each case, whether preventive, re-educational or rehabilitative, thanks to a large library of innovative multimedia resources”*

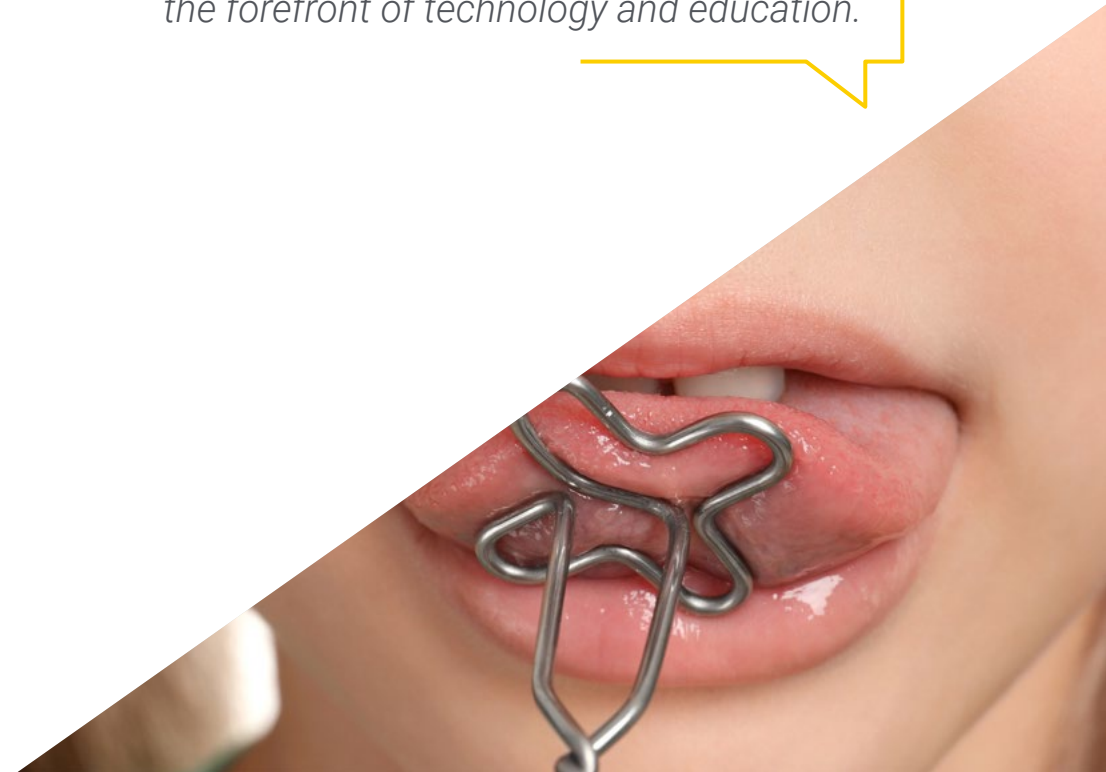
The program's teaching staff includes professionals from the sector who contribute their work experience to this specializing program, as well as renowned specialists from leading societies and prestigious universities.

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 cover the identification and assessment of orofacial growth and the development of vegetative functions, fundamental aspects for a complete evaluation of the pediatric patient's state of health.

You will delve into the use of alternative techniques for infant feeding, through the best didactic materials of the academic market, at the forefront of technology and education.



02

Objectives

The Postgraduate Certificate in Orofacial Therapy and Early Care for Nursing will focus on developing skills to evaluate the infant's orofacial behavior, identify appropriate motor patterns in swallowing, breathing and sucking, and detect early feeding problems. In addition, nurses will be specialized in the importance of orofacial growth and the development of vegetative functions, as well as in the application of alternative techniques and personalized intervention strategies.





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The main objective of the program will be to provide you with the necessary tools and knowledge to effectively address functional and structural alterations in the orofacial area of pediatric patients”



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



This Postgraduate Certificate will prepare you to design and implement effective action plans, promoting comprehensive and specialized care that optimizes the development and well-being of children from their earliest stages”





Specific Objectives

- ◆ Understand oral-facial behavior in children, both innate and acquired
- ◆ Recognize correct motor patterns in swallowing, breathing and sucking
- ◆ Detect functional alteration in diet early
- ◆ Understand the importance of orofacial growth and vegetative functions development at the pediatric level
- ◆ Detect the signs of proper posture and apply them in different positions for breastfeeding
- ◆ Learn how to use alternative techniques in infant diets
- ◆ Manage the different intervention strategies at the orofacial level in pediatric age in children with swallowing disorders
- ◆ Know and develop action plans during diet that can be helpful in first instance with a high chance of success
- ◆ Create diet programs adapted and individualized to each case in a preventive, re-educative and rehabilitative way

03

Course Management

The faculty is comprised of a team of highly specialized experts in their respective areas. In fact, this team includes professionals with clinical and academic experience in Orofacial Therapy, child development and Early Childhood Care. Therefore, these mentors will bring a combination of advanced theoretical knowledge and essential practical skills, providing comprehensive and up-to-date specialization. In addition, their commitment to educational excellence will ensure that graduates receive a rigorous and applied specialization, preparing them to successfully address the complexities in the field of Orofacial Therapy and Early Care.



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With a strong background in research and clinical practice, the faculty will share evidence-based techniques and strategies, providing valuable perspectives on real cases and current challenges 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



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

Nursing professionals will thoroughly analyze the infant's oral-facial behavior, both innate and acquired, identifying appropriate motor patterns in swallowing, breathing and sucking. In addition, the syllabus will focus on early detection of functional alterations in feeding, orofacial growth and development of vegetative functions. Also, alternative techniques for infant feeding and specific intervention strategies for swallowing disorders will be addressed.



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The Postgraduate Certificate in Orofacial Therapy and Early Care for Nursing will cover a wide range of contents for the integral management of orofacial development and early intervention in Pediatrics”

Module 1. Orofacial/Myofunctional Therapy (OMT) and Early Care

- 1.1. Neonatal Development
 - 1.1.1. Neonatal Development
 - 1.1.2. NBAS: Neonatal Behavioral Assessment
 - 1.1.3. Early Diagnosis
 - 1.1.4. Neurologic Diagnosis
 - 1.1.5. Habituation
 - 1.1.6. Oral Motor Reflexes
 - 1.1.7. Body Reflexes
 - 1.1.8. Vestibular System
 - 1.1.9. Social and Interactive Media
 - 1.1.10. Use of NBAS in High-Risk Newborns
- 1.2. Eating Disorders in Children
 - 1.2.1. Feeding Processes
 - 1.2.2. Pediatric Swallowing Physiology
 - 1.2.3. Phases in Skill Acquisition
 - 1.2.4. Deficits
 - 1.2.5. Multidisciplinary Work
 - 1.2.6. Warning Symptomatology
 - 1.2.7. Premature Orofacial Development
 - 1.2.8. Feeding Methods: Parenteral, Enteral, Tube, Gastrectomy, Oral (Modified or Unmodified Diet)
 - 1.2.9. Gastroesophageal Reflux
- 1.3. Neurodevelopment and Infant Diets
 - 1.3.1. Embryonic Development
 - 1.3.2. Appearance of Main Primary Functions
 - 1.3.3. Risk Factors
 - 1.3.4. Evolutionary Milestones
 - 1.3.5. Synaptic Function
 - 1.3.6. Immaturity
 - 1.3.7. Neurological Maturity





- 1.4. Brain-- Motor Skills
 - 1.4.1. Innate Orofacial Motor Skills
 - 1.4.2. Evolution of Orofacial Motor Patterns
 - 1.4.3. Reflex Swallowing
 - 1.4.4. Reflex Breathing
 - 1.4.5. Reflex Suction
 - 1.4.6. Assessing the Infant Oral Reflexes
- 1.5. Nursing
 - 1.5.1. Early Start
 - 1.5.2. Impact at the Orofacial Level
 - 1.5.3. Exclusivity
 - 1.5.4. Optimal Nutrition
 - 1.5.5. Spontaneous Maturation of Oral Musculature
 - 1.5.6. Muscle Mobility and Synergy
 - 1.5.7. Position
 - 1.5.8. Therapeutic Recommendations
 - 1.5.9. Intellectual Development
 - 1.5.10. Intervention Program
- 1.6. Early Feeding Techniques
 - 1.6.1. Newborn Feeding
 - 1.6.2. Positioning Techniques
 - 1.6.3. Signs of Good Positioning
 - 1.6.4. Key Therapeutic Recommendations
 - 1.6.5. Milk and Non-Milk Formulas
 - 1.6.6. Classification of Formulas
 - 1.6.7. Bottle Feeding Techniques
 - 1.6.8. Spoon Techniques
 - 1.6.9. Techniques for Low-Cut Cup Use
 - 1.6.10. Tube Use or Alternative Feeding Systems Techniques

- 1.7. Speech Therapy Intervention in Neonates
 - 1.7.1. Primary Functions Assessment
 - 1.7.2. Re-Education of Primary Neuromotor Dysfunctions
 - 1.7.3. Primary Intervention
 - 1.7.4. Individual Treatment Planning and Coordination
 - 1.7.5. Oral Motor Exercise Program I
 - 1.7.6. Oral Motor Exercise Program II
 - 1.7.7. Intervention with Families
 - 1.7.8. Early Motor Activation
- 1.8. Child Swallowing Disorders I
 - 1.8.1. Intake Analysis
 - 1.8.2. Undernourishment
 - 1.8.3. Respiratory Infections: Airway Unit
 - 1.8.4. Complementary Explorations
 - 1.8.5. Quantitative Explorations
 - 1.8.6. Nutritional Treatment
 - 1.8.7. Adaptive Treatment: Posture, Texture, Materials
 - 1.8.8. Performance Program
- 1.9. Rehabilitative Treatment of Infant Oropharyngeal and Esophageal Dysphagia
 - 1.9.1. Symptoms
 - 1.9.2. Etiology
 - 1.9.3. Neurological Damage in Children: High Probability of Presenting a Disorder
 - 1.9.4. Infant Dysphagia
 - 1.9.5. Phases of Normalized Swallowing in Pediatrics vs. Pathological Swallowing
 - 1.9.6. Neurological Maturity: Cognitive, Emotional and Motor Coordination Status
 - 1.9.7. Impossibility of Oral Feeding
 - 1.9.8. Early care. High Probability of Recovering



- 1.10. Child Swallowing Disorders II
 - 1.10.1. Types Neuroanatomical and Behavior-Based Classification
 - 1.10.2. Functional Maturation Dysphagia
 - 1.10.3. Degenerative Diseases
 - 1.10.4. Cardiorespiratory Pathologies
 - 1.10.5. Congenital Brain Damage
 - 1.10.6. Childhood Acquired Brain Injury (CABI)
 - 1.10.7. Craniofacial Syndromes
 - 1.10.8. Autism Spectrum Disorders

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You will develop the skills to create personalized action plans and feeding programs adapted to each case, whether preventive, re-educative or rehabilitative”

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.

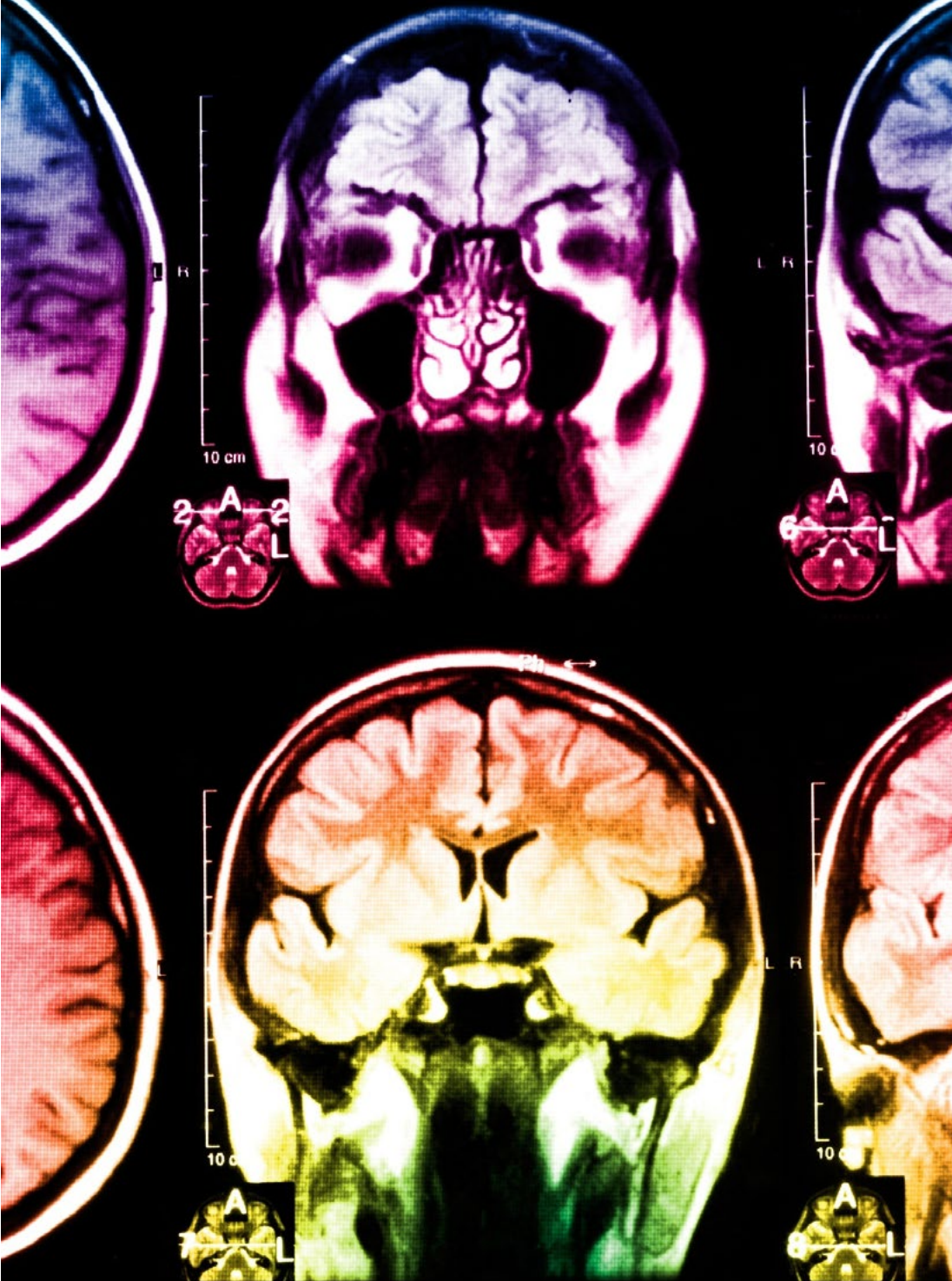
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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

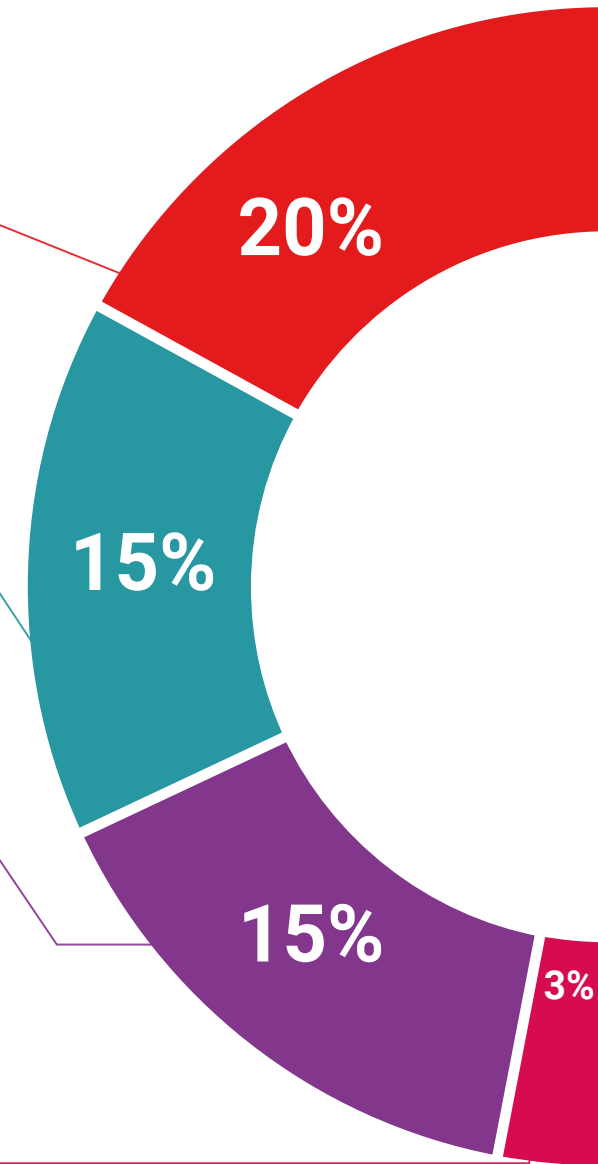
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

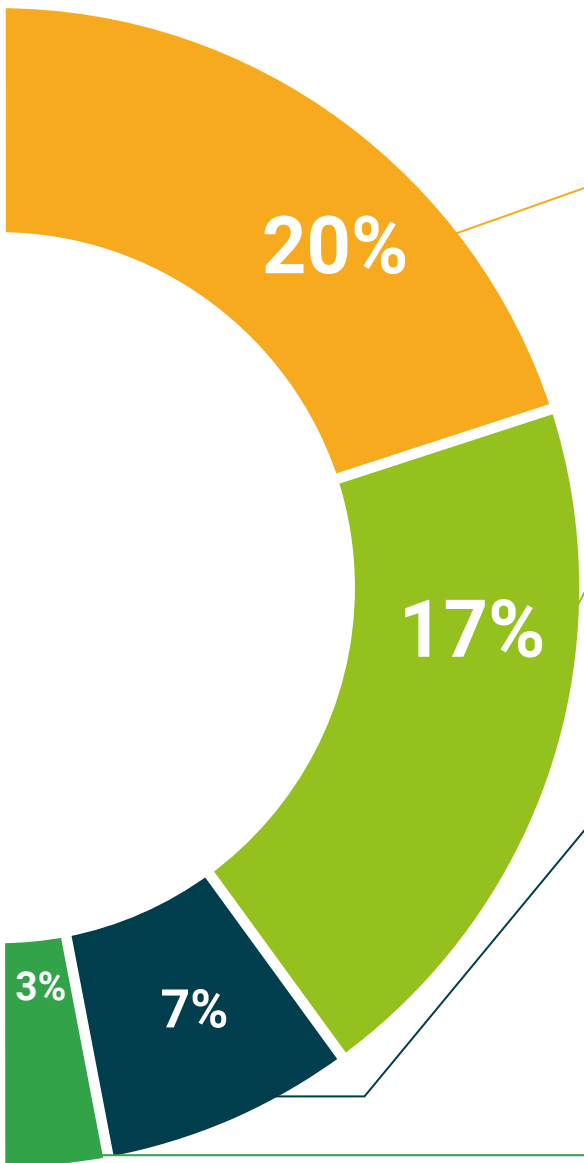
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Orofacial Therapy and Early Care for Nursing guarantees students, in addition to the most rigorous and up-to-date education, 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 Orofacial Therapy and Early Care 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 Orofacial Therapy and Early Care 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 languages
classroom



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