

# Postgraduate Diploma

## Orofacial Disorders and Feeding in ASD and CP for Nurses





## Postgraduate Diploma Orofacial Disorders and Feeding in ASD and CP for Nurses

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

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-orofacial-disorders-feeding-asd-cp-nurses](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-orofacial-disorders-feeding-asd-cp-nurses)

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# 01

# Introduction

Nurses receive a high percentage of patients with orofacial disorders, so it is important for them to specialize and be constantly updating their knowledge in this field. Thanks to this Postgraduate Diploma, nursing professionals will learn the main novelties from national specialists in this field, so that they can practice their profession in a more appropriate way, having full knowledge of the individualized treatment that should be offered to these patients as a means to accelerate their recovery. In addition, this knowledge will catapult the nursing professional's career and elevate their skills to the next level.



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*This program will generate a sense of security in the performance of daily praxis, which will help you grow personally and professionally”*

Nutrition is essential for people's survival, but sometimes certain diseases lead to problems with nutrition. Sometimes these can be caused by the person's own anatomy or generated through bad habits, as is the case with certain orofacial disorders. In these cases, nurses play a fundamental role, since many of the consultations of these professionals are derived from this type of disorders.

Therefore, during this training program, professionals will learn about the nutritional needs of autistic people and people with cerebral palsy, diseases that are associated with nutritional problems and that depend on nursing professionals to improve their quality of life.

Thus, there is a wide professional demand for training to acquire the necessary competencies to enable nurses to provide a comprehensive and complete educational, health and clinical response. In addition, it is necessary the collaboration and integration in the nursing teams of professionals from other health fields to complete the group in an interdisciplinary way. Both nurses and clinicians will benefit from training actions of this caliber, which integrate the vision of clinical speech therapy and the needs of an effective response demanded by nursing.

This Postgraduate Diploma in Orofacial Disorders and Feeding in ASD and CP for Nurses responds to this demand for continuing education of health agents, and is aimed primarily at nursing professionals. With this training course, the nurse will acquire skills to manage speech disorders or disorders of a logopedic nature in different work contexts. In addition, these studies can facilitate access to employment in this field, due to the high demand for this type of professional, whether in the health, clinical or educational fields.

This **Postgraduate Diploma in Orofacial Disorders and Feeding in ASD and CP for Nurses** contains the most complete and up to date educational program on the market.

The most important characteristics of the Postgraduate Diploma are:

- ◆ The development of a large number of case studies presented by experts in orofacial and feeding disorders in ASD and ICH. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ◆ News on the use of orofacial and feeding disorders in ASD and CP.
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning.
- ◆ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student.
- ◆ Special emphasis on evidence-based methodologies in orofacial and feeding disorders in ASD and CP.
- ◆ Theoretical lessons, questions to the expert, discussion forums on controversial issues and individual reflection papers.
- ◆ Content that is accessible from any fixed or portable device with an Internet connection.



*You must continue your training throughout your employment to provide the best care for your patients "*

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*Study this Postgraduate Diploma with TECH in a comfortable way as it is 100% online and become a first class nurse"*

*A unique, key, and decisive Training experience to boost your professional development.*

*Acquire a complete training in the field of orofacial disorders thanks to a teaching program with innovative methodologies and the main novelties in the market.*

Its teaching staff includes professionals belonging to the field of orofacial disorders and feeding in ASD and CP who bring to this training the experience of their work, as well as recognized specialists belonging to reference 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 an immersive training program to train in real situations.

The design of this program is based on problem-based learning, by means of which the professional must try to solve the different professional practice situations that arise throughout the course. For this purpose, the professional will be assisted by an innovative interactive video system developed by recognized experts in the field of orofacial and feeding disorders in ASD and CP, and with extensive teaching experience.



# 02

# Objectives

The **Postgraduate Diploma in Orofacial Disorders and Eating Disorders in ASD and CP** is oriented to facilitate the performance of the professional nurse when working with patients suffering from this type of pathologies. Thus, at the end of the training the nurse will be fully qualified to intervene in this type of case with greater guarantees of success, always understanding the needs of their patients and the implication of these pathologies in their nutrition.





A close-up photograph of a person's teeth. The teeth are yellowish and show signs of decay and wear. A white filling is visible on one of the teeth. The background is a soft, out-of-focus pinkish-red color, likely the inside of the mouth.

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*Increase your visibility, excellence and professional development by updating your knowledge through this Postgraduate Diploma specially dedicated to nursing professionals"*



## General Objectives

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- ◆ Develop a broad 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.
- ◆ Deepen knowledge of rehabilitation techniques endorsed in clinical practice.
- ◆ Develop intervention skills gained from complementary disciplines such as neuropsychology, physiotherapy and psychology.
- ◆ Handle 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 speech-language neurorehabilitation.





## Specific Objectives

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### Module 1

- ◆ Know the functioning of the structures involved in breathing, chewing and swallowing.
- ◆ Recognize dentomaxillary anomalies.
- ◆ Relate, complement and coordinate the work between dentistry and speech therapy.
- ◆ Know the orthodontic appliances.
- ◆ Know and evaluate the functions of the orofacial system and their interrelation.
- ◆ Recognize when swallowing is not functional.
- ◆ Elaborate an orofacial-myofunctional evaluation protocol.

### Module 2

- ◆ Develop competencies that favor the evaluation of Orofacial System alterations in Congenital Neurological Disorders.
- ◆ Improve the quality of life of neurological patients by improving their eating habits.
- ◆ Expand knowledge and consolidate the bases of children's oral motor functioning.
- ◆ Carry out the creation of programs of new habits and routines directly related to the nutrition of students with special educational needs, in order to improve their quality of life both personally and socially.
- ◆ Improve the quality of CP intake during feeding, offering greater safety and efficacy at each feeding.

### Module 3

- ◆ Know the concept of ASD (Autism Spectrum Disorders) and how their sensory profile influences their diet.
- ◆ Study possible strategies to deal with feeding difficulties.
- ◆ Learn to develop a work program that enhances nutritional function.
- ◆ Provide support strategies for understanding the context through visual, tactile and auditory support.
- ◆ Generate practical tools to be used in natural contexts.
- ◆ Promote the creation of individualized, flexible feeding programs based on the interests of the child with autism.



*Be the best in the treatment of orofacial disorders after completing this Postgraduate Diploma"*

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# Course Management

The program includes in its teaching staff, reference specialists in orofacial disorders and feeding in ASD and CP, who bring to this training the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner. All this, with the aim of training nurses much more qualified and with the necessary skills to intervene with patients with orofacial problems having a much more global consideration of the characteristics of their pathology.



A woman in a white long-sleeved shirt is gesturing with her hands while speaking to a group of people. The background is a light blue wall. The image is partially obscured by a large green diagonal graphic element on the right side.

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*Train with leading experts in the field and you will notice how you advance in your professional career ”*

## Management



### Santacruz García, Estefanía

- Social Integration and Speech-Language Pathologist
- Specialist in Orofacial and Myofunctional Therapy. Clínica Uner - Neurorehabilitation Unit, Integral Brain Injury Unit
- Teacher at Cefire, Center for Training, Innovation and Educational Resources of the Community of Valencia.



### Borrás Sanchís, Salvador

- Psychologist
- Teacher and Speech Therapist
- Educational Counselor at Generalitat Valenciana, Regional Government of Valencia, Education Department (Valencian Regional Government)
- Pedagogical Director at the DEIAP Institute

## Professors

### **Álvarez Valdés, Paula del Carmen**

- ◆ Clinical Speech Therapist Specialist in Myofunctional Therapy
- ◆ Expert in the Psychodiagnosis and Treatment of Early Childhood Care
- ◆ Direct collaboration in the dental office

### **Dr. Carrasco Delarriva, Concha**

- ◆ Neuropsychologist and Assistant Professor of the Department of Psychology at the Catholic University San Antonio of Murcia, UCAM.
- ◆ Child Neuropsychology
- ◆ Master's Degree in Neuropsychology
- ◆ Spanish Association of Cognitive-Behavioral Clinical Psychology
- ◆ Cognitive and Child Rehabilitation Postgraduate

### **Gallego Díaz, Mireia**

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

### **García Gómez, Andrea M<sup>a</sup>**

- ◆ Clinical Speech Therapist Specializing in Brain Injury
- ◆ Neurologopedist in Neurorehabilitation Unit

### **Jiménez Jiménez, Ana**

- ◆ Social Worker and Clinical Neuropsychologist
- ◆ Specialized in Neurorehabilitation in the area of Brain Injury in the clinical setting.

**López Samper, Belén**

- ◆ PGS and Clinical Neuropsychologist
- ◆ Specialized in Child and Adult Neurorehabilitation at Center for Brain Damage

**Martín Bielsa, Laura**

- ◆ Speech Therapist Expert in Speech Pathology, Child Development and Early Childhood Care
- ◆ Graduate in Teaching and Dean of the Professional Association of Speech Therapists of Aragon.
- ◆ Director of the Master's Degree in Vocal Therapy at Cardenal Herrera University.

**Muñoz Boje, Rocío**

- ◆ Occupational Therapist Specialist in Neurorehabilitation

**Navarro Maruenda, Laura**

- ◆ Neuropsychologist
- ◆ Expert in Clinical Neuropsychology
- ◆ Specialized in Child and Adult Neurorehabilitation at the Comprehensive Brain Injury Center.

**Santacruz García, Raquel**

- ◆ Graduate in Human Nutrition and Dietetics
- ◆ Nutritional Treatment and Counseling in Medical Pathologies





**Santacruz García, Jose Luis**

- ◆ Psychologist specializing in the field of Congenital and Acquired Brain Injury.

**Sanz Pérez, Nekane**

- ◆ Clinical Speech Therapist Specializing in Acquired Cerebral Damage
- ◆ Teacher at Iberocardio for Aspace (Main Confederation and Entity for Cerebral Palsy Care in Spain).

**Selva Cabañero, Pilar**

- ◆ Nurse Specialist in Obstetrical-Gynecological Nursing (Midwife)
- ◆ Obstetric-Gynecological Nursing Teaching Unit of the University of Murcia, University General Hospital Santa Lucía.
- ◆ Publication, "Ankyloglossia and the success of breastfeeding", with ISBN13: 978-84-695-5302-2. 2012

03

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers, universities and companies of the national territory, aware of the relevance of current training to intervene patients with this kind of problems and pathologies, and committed to deep and quality teaching through new educational technologies offered by digital environments. Thus, after completing the training, the nurse will be much better able to care for patients of all types having a comprehensive knowledge of the possible problems and orofacial disorders that may be suffering and their involvement with nutrition.





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*When you study at TECH, you will find the most up to date and innovative content on the market. This will ensure that you complete your nursing competencies in a comprehensive and effective manner"*

## Module 1. Dentistry and Orofacial Disorder

- 1.1. Dentition.
  - 1.1.1. Introduction.
  - 1.1.2. Dental Growth and Development.
  - 1.1.3. Classification.
  - 1.1.4. Primary Dentition.
  - 1.1.5. Mixed Dentition.
  - 1.1.6. Permanent Dentinization.
  - 1.1.7. Dental Training and Development.
- 1.2. Normo Typical and Pathological Pattern.
  - 1.2.1. Introduction.
  - 1.2.2. Appliances.
  - 1.2.3. Dentolabial Deformities.
  - 1.2.4. Eruptive Anomalies.
  - 1.2.5. Pathologic Pattern and Congenital Disorder.
  - 1.2.6. Evaluation and Clinical Examination.
  - 1.2.7. Clinical Intervention.
  - 1.2.8. Multidisciplinary Vision.
- 1.3. Clinical Examination and Radiographic Analysis.
  - 1.3.1. Introduction.
  - 1.3.2. Panorama
  - 1.3.3. Teleradiography.
  - 1.3.4. Ricketts' Circular Analysis.
  - 1.3.5. Steiner's Cephalometric Analysis.
  - 1.3.6. Bone Radiography.
  - 1.3.7. Bibliography.
- 1.4. Assessment
  - 1.4.1. Introduction.
  - 1.4.2. Functions of the Orofacial System.
  - 1.4.3. Aesthetic / biofacial Analysis.
  - 1.4.4. Anatomical-functional Evaluation.
  - 1.4.5. Evaluation of the Functions of the Orofacial System.
  - 1.4.6. Atypical Swallowing.
  - 1.4.7. Myofunctional Evaluation Protocol.
  - 1.4.8. Bibliography
- 1.5. Function and Form.
  - 1.5.1. Introduction.
  - 1.5.2. Alterations in Breathing and Swallowing.
  - 1.5.3. Breathing and Swallowing.
  - 1.5.4. Bruxism.
  - 1.5.5. Joint and Mandibular Exploration I.
  - 1.5.6. Joint and Mandibular Exploration I.
  - 1.5.7. Study of Mandibular Dynamics.
  - 1.5.8. Bibliography.
- 1.6. Speech Therapy Intervention.
  - 1.6.1. Introduction.
  - 1.6.2. Oral Respiration.
  - 1.6.3. Oral Dysfunction.
  - 1.6.4. Speech Therapy Intervention in Oral Breathing.
  - 1.6.5. Atypical Swallowing.
  - 1.6.6. Speech Therapy Intervention Atypical Swallowing.
  - 1.6.7. ATM.
  - 1.6.8. Speech Therapy Intervention in TMJ.
  - 1.6.7. Bibliography.
- 1.7. Occlusion and Malocclusion.
  - 1.7.1. Introduction.
  - 1.7.2. Temporary Occlusion.
  - 1.7.3. Development of Temporal Occlusion.
  - 1.7.3. Permanent Occlusion.
  - 1.7.4. Development of Permanent Occlusion.
  - 1.7.5. Physiological and Non-physiological Occlusion.
  - 1.7.6. Static and Dynamic Occlusion.
  - 1.7.7. Multidisciplinary Treatment.
  - 1.7.8. Bibliography.



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

## Module 2. Feeding Disorder in Congenital Neurological Disorder. PCI

- 2.1. Evaluation of Main Vital Functions.
  - 2.1.1. Breathing.
  - 2.1.2. Classification and Respiratory Pattern.
  - 2.1.3. Air Path Analysis.
  - 2.1.4. Chewing.
  - 2.1.5. Swallowing
  - 2.1.6. Structures of the Stomatognathic System Involved in Swallowing.
  - 2.1.7. Neurological Structures Involved in Swallowing.
  - 2.1.8. Neurological Control of Swallowing.
  - 2.1.9. Neurogenic Dysphagia.
  - 2.1.10. Relationship between Breathing and Swallowing. Importance of Swallowing Breathing Coordination during the Swallowing Process.
- 2.2. Structural Assessment Involved in Vital Functions.
  - 2.2.1. Neurological Disorders and Stomatognathic Development.
  - 2.2.2. Cranial Nerve Evaluation.
  - 2.2.3. Development of Oral Functions.
  - 2.2.4. Facial Structure Growth.
  - 2.2.5. Orofacial System Disorders.
  - 2.2.6. Orofacial Maturation.
  - 2.2.7. Respiratory Structures.
  - 2.2.8. Facial Musculature.
  - 2.2.9. Oral Musculature.
  - 2.2.10. Laryngeal Musculature.
- 2.3. Functional Assessment of Intake.
  - 2.3.1. Individualized Assessment of the Characteristics of Food.
  - 2.3.2. Evaluation of Oral Reflexes.
  - 2.2.3. Feeding and Cerebral Palsy, Main Associated Problems.
  - 2.3.3. Alterations in Safety and Efficacy.
  - 2.3.4. Clinical Examination of Swallowing. What Tests are Most Suitable for People with CP?
  - 2.3.5. Physical Exploration - Gross Motor Function and its Relation to Nutrition.
  - 2.3.6. Instrumental Exploration.
  - 2.3.7. Which Diagnostic Test is the Most Effective for Diagnosis of Dysphagia in People with CP?



- 2.3.8. Importance of Interdisciplinary Work in the Evaluation of Dysphagia.
  - 2.3.8.1. How to Deal with Swallowing Assessment in People with CP?
  - 2.3.8.2. When Should I Refer?
- 2.3.9. Procedure for Action in the Event of a Swallowing and/or Nutrition Problem.
- 2.4. Congenital Neurological Disorder.
  - 2.4.1. Definition.
  - 2.4.2. Main Characteristics.
  - 2.4.3. Speech Therapy Intervention and Treatment.
  - 2.4.4. Multidisciplinary Neurorehabilitation Treatment.
  - 2.4.5. Symptoms
  - 2.4.6. Muscle Dysfunction.
  - 2.4.7. Active Control.
  - 2.4.8. Case Analysis.
- 2.5. Acquired Neurological Disorder.
  - 2.5.1. Definition.
  - 2.5.2. Main Characteristics.
  - 2.5.3. Speech Therapy Intervention and Treatment.
  - 2.5.4. Multidisciplinary Neurorehabilitative Treatment.
  - 2.5.5. Symptoms
  - 2.5.6. Muscle Dysfunction.
  - 2.5.7. Active Control.
  - 2.5.8. Case Analysis.
- 2.6. Food Program.
  - 2.6.1. 1st Phase: Postural, Oral and Nasal Hygiene.
  - 2.6.2. Implementation of New Oral Habits.
  - 2.6.3. Creation of Neuromotor Routines and Behaviors with High Frequency and Minimum Intensity.
  - 2.6.4. 2nd Phase: Intervention Program According to Structural Analysis.
  - 2.6.5. Creation of Individualized Programs.
  - 2.6.6. Selection of Favorable Oral Motor Exercises.
  - 2.6.7. 3rd Phase: Strategies and Competencies for Feeding.
  - 2.6.8. Positioning:
  - 2.6.9. Development of Strategies for Proper Oral Feeding.
  - 2.6.10. Enteral Feeding.
- 2.7. Development of Strategies and Action Plan.
  - 2.7.1. Type of Power Supply.
  - 2.7.2. Adaptation of Texture and Consistency.
  - 2.7.3. Volume Modification
  - 2.7.4. Anticipation: Sensitive Strategies.
  - 2.7.5. Postural Adaptation Assessment.
  - 2.7.6. Importance of the Flavor and Presence of the Food without Forgetting the Safety Factor - Texturized Food.
  - 2.7.7. Ambience and Duration of Meals.
  - 2.7.8. Adequate Nutritional Contribution.
  - 2.7.9. Food-related Assistive Systems and Support Products.
  - 2.7.10. Case Analysis and Decision Making.
- 2.8. Adaptations and Assistance from the Occupational Therapist.
  - 2.8.1. Functional Positioning Importance of the "Eater" and "Feeder".
  - 2.8.2. Technical Positioning Aids for the Feeding Person.
  - 2.8.3. Technical Positioning Aids for People with CP during Feeding.
  - 2.8.4. Food-related Support Products.
  - 2.8.5. Creation of Adaptations.
  - 2.8.6. Importance of Posture in Persons on Enteral Nutrition. Relevant Aspects.
  - 2.8.7. Participatory Feeding and Autonomy during Feeding.
  - 2.8.8. Occupational Therapy and Speech Therapy.
- 2.9. Oropharyngeal Dysphagia in CP.
  - 2.9.1. Referrals and Multidisciplinary Team.
  - 2.9.2. Food Adaptation.
  - 2.9.3. Family and Medical Intervention.
  - 2.9.4. Evaluation of the Glutatory Process.
  - 2.9.5. Individualized Intervention.
  - 2.9.6. Texture and Volume Modification as Fundamental Aspects.
  - 2.9.7. Sensory Enhancement Techniques.
  - 2.9.8. How to Deal with Oral Sensitivity Problems?

- 2.9.9. Postural Changes and Swallowing Facilitating Maneuvers.
- 2.9.10. Drug Ingestion Aids / Oral Hygiene Products.
- 2.9.11. Importance of Maintaining Intraoral Stimulation in People on Enteral Nutrition.
- 2.10. Nutrition and Cerebral Palsy.
  - 2.10.1. Concept of Nutrition. Growth and Development.
  - 2.10.2. Relationship Between Nutrition and Brain Damage, Main Associated Problems.
  - 2.10.3. Importance of Maintaining an Adequate Nutritional Intake.
  - 2.10.4. Malnutrition, Malnutrition and Dehydration Concepts and Consequences.
  - 2.10.5. Basic and Necessary Nutrients.
  - 2.10.6. Importance of Nutritional Assessment and Follow-up in People with CP.
  - 2.10.7. Techniques to Achieve Adequate Nutritional Supply; Increased Caloric Density, Oral Modules, Oral Supplementation and Enteral Nutrition.
  - 2.10.8. Importance of Person-Centered Nutrition. Individualized Plan.
  - 2.10.9. Enteral Nutrition.

### Module 3. Feeding Problems in Pervasive Developmental Disorders: Autism

- 3.1. Definition and History.
  - 3.1.1. Introduction.
    - 3.1.2. Conceptual Review.
      - 3.1.2.1. History
      - 3.1.2.2. Prevalence.
      - 3.1.2.3. DSM Inclusion.
    - 3.1.3. Current Classification.
      - 3.1.3.1. Change from DSM-IV to DSM-V.
      - 3.1.3.2. Autism Spectrum Disorder 299.00 (F84.0).
      - 3.1.3.3. Conclusion.
      - 3.1.3.4. Bibliography.
- 3.2. Early Detection and Diagnosis.
  - 3.2.1. Introduction.
  - 3.2.2. Communication and Social Interaction.
  - 3.2.3. Communication Skills.

- 3.2.4. Social Interaction Skills.
- 3.2.5. Flexibility of Behavior and Thinking.
- 3.2.6. Sensory Processing.
- 3.2.7. Scales and Instruments.
- 3.2.8. Conclusion.
- 3.2.9. Bibliography.
- 3.3. Heterogeneity in Autism.
  - 3.3.1. Introduction.
  - 3.3.2. Age-related Factors.
  - 3.3.3. Beginning of the Signs.
  - 3.3.4. Autism in Preschool Age.
  - 3.3.5. Autism at School Age.
  - 3.3.6. Autism in Adolescence.
  - 3.3.7. Autism in Adults.
  - 3.3.8. Sex-related Factors.
  - 3.3.9. Factors Related to Etiology.
  - 3.3.10. Conclusion.
- 3.4. Comorbidity
  - 3.4.1. Introduction.
  - 3.4.2. Expressive language Alterations.
  - 3.4.3. Most Prevalent Comorbid Disorders.
  - 3.4.4. ADHD.
  - 3.4.5. Anxiety and Depression.
  - 3.4.6. Obsessions and Compulsions.
  - 3.4.7. Dysomnias and Parasomnias.
  - 3.4.8. Movement Abnormalities.
  - 3.4.9. Tourette's Syndrome.
  - 3.4.10. Alterations Associated with ASD in Childhood.
  - 3.4.11. High-functioning Autism.
  - 3.4.12. Family and Environment.
  - 3.4.13. Conclusion.
- 3.5. Intervention with the Family and the Environment.
  - 3.5.1. Introduction.
  - 3.5.2. Intervention with the Family.



- 3.5.3. Referrals to Adapt the Family Situation.
  - 3.5.4. Intervention with the Environment.
  - 3.5.5. Family Therapy.
  - 3.5.6. Conclusion.
  - 3.6. Nutrition in the Child with Autism.
    - 3.6.1. Introduction.
    - 3.6.2. Specific Characteristics in Food.
    - 3.6.3. Metabolism.
    - 3.6.4. Enzyme Deficiency.
    - 3.6.5. Food
  - 3.7. Specific Problems and Inadequate Intervention Patterns.
    - 3.7.1. Do Not Accept Spooned Food.
    - 3.7.2. Leaving Food in the Mouth.
    - 3.7.3. No Chewing.
    - 3.7.4. Hyperselectivity.
    - 3.7.5. Crying.
    - 3.7.6. Inadequate Guidelines.
    - 3.7.7. Recommendations
    - 3.7.8. Conclusion.
  - 3.8. Feeding Problems in children with Autism.
    - 3.8.1. Introduction.
    - 3.8.2. Strategies.
    - 3.8.3. National Reference Work Teams.
    - 3.8.4. Intervention Guidelines.
    - 3.8.5. Recommendations
    - 3.8.6. Order of Food Presentation.
    - 3.8.7. Conclusion.
  - 3.9. Clinical Case: Negative to Solid Food.
    - 3.9.1. Clinical History. Qualitative Assessment of Communication and Language.
    - 3.9.2. Structural and Functional Evaluation Orofacial.
      - 3.9.2.1. Intervention Strategies.
    - 3.9.3. Intervention Program.
    - 3.9.4. Breathing Function.
      - 3.9.4.1. Awareness and Control of Respiratory Functions.
        - 3.9.4.1.1. Nasal Hygiene.
        - 3.9.4.1.2. Postural Hygiene.
      - 3.9.4.2. Nasal Breathing and Nasal Murmur.
      - 3.9.4.3. Increase Olfactory Sensory Response.
  - 3.9.5. Power Function.
  - 3.9.6. Oral Sensitivity.
    - 3.9.6.1. Oral Hygiene.
    - 3.9.6.2. Oral Stimulation.
  - 3.9.7. Oral Motor Skills.
    - 3.9.7.1. Oral Stereognosia.
    - 3.9.7.2. Inhibition of the Gag Reflex.
    - 3.9.7.3. Flavor Stimulation.
  - 3.9.8. Relaxation of Masticatory Muscles.
  - 3.9.9. Chewing without Food.
  - 3.9.10. Chewing with Food
  - 3.9.11. Conclusions on Speech Therapy Intervention.
- 3.10. Etiopathogenesis.
  - 3.10.1. Introduction.
  - 3.10.2. Endocrine System.
  - 3.10.3. Genetics and Heritability.
  - 3.10.4. Functional Magnetic Resonance Imaging.
  - 3.10.5. Oxytocinergic System.
  - 3.10.6. Conclusion.
  - 3.10.7. Bibliography.
    - 3.10.7.1. Conclusion.
    - 3.10.7.2. Bibliography.

# 03

# Methodology

This training provides you with a different way of learning. Our methodology is developed through a cyclical way of learning: relearning. This teaching system is used in the most prestigious medical and psychology schools in the world and has been considered one of the most effective by major publications such as the New England Journal of Medicine.





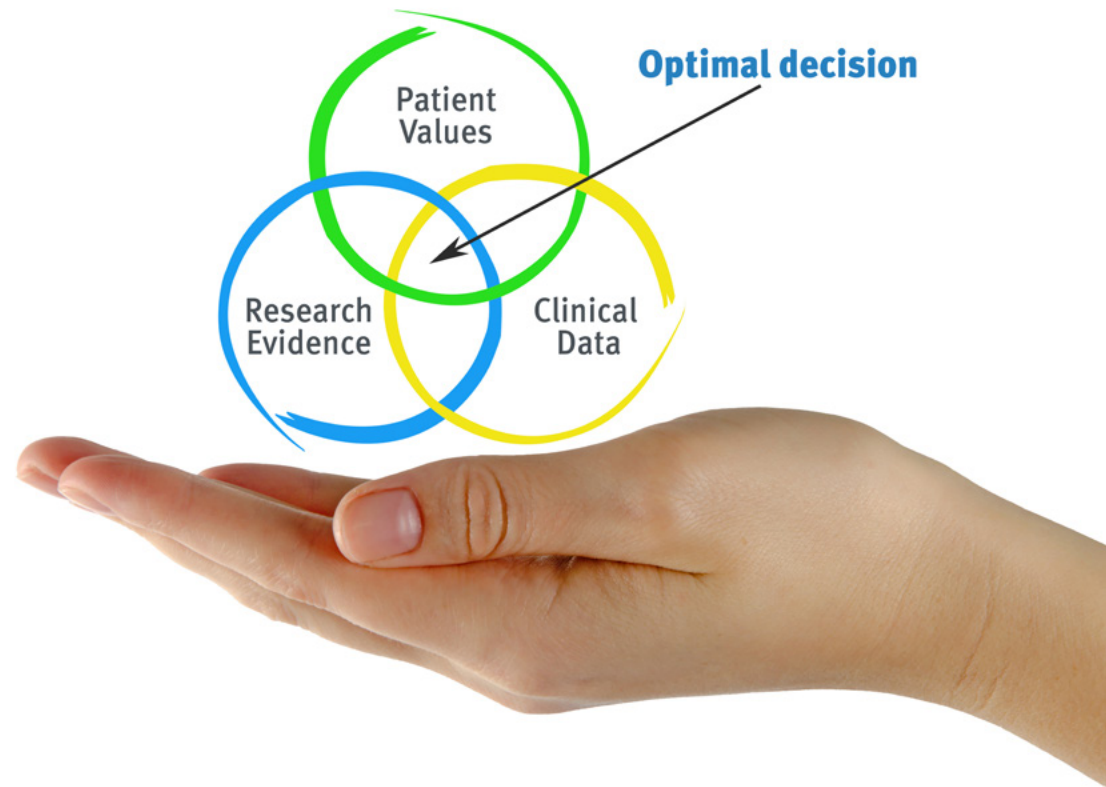
“

*Discover Re-learning, 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”*

In a given situation, what would you do? Throughout these months, the professional will face multiple simulated clinical cases based on real patients in which he/she will have to investigate, establish hypotheses and finally, resolve the situation. This method ensures specialists learn better as they accept more responsibility and get closer to the reality of their professional future.



*Re-learning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success"*



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 potential 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 professional practice of nursing.

The effectiveness of the method is justified by four fundamental achievements:

**01**

**Nursing professionals develop their mental capacities better by evaluating real situations and applying concepts.**

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**02**

**Nursing professionals will be better prepared for the development of their professional activity.**

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**03**

**Ideas and concepts are better assimilated when they are analyzed in situations that have arisen from reality.**

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**04**

**Nursing professionals voluntarily dedicate more time to work as they find it more interesting to work with cases.**



## Re-learning Methodology



*The student will be able to learn with the advantages of having access to simulated learning environments and the learning-by-observation approach, Learning from an Expert"*

*It is an immersive system for the transmission of knowledge through participation in the resolution of real problems, supported by the best audiovisual technology in the educational market.*

*The Re-learning method, will help you to learn and consolidate what you have learnt in a more efficient way, as well as allowing you to achieve your training goals more quickly and with less effort.*





At the forefront of world teaching, the Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies with respect to the quality indicators of the best Spanish-speaking Online University. The teaching quality, the quality of the materials, the structure of the course and the objectives achieved were rated as very positive.

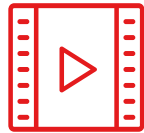
*With more than 150,000 professionals trained in this methodology and an international satisfaction level of 8.01, relearning has proven to be at the level of the most demanding assessment environments.*

In our system, learning is not a linear process, but rather a spiral (we learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

More than 150,000 professionals have been trained with this methodology, achieving unprecedented success. All this in a highly demanding environment, with the highest standards of evaluation and monitoring.

*This training will be based, above all, on experience. A process in which you will test the knowledge you will acquire, consolidating and improving it gradually.*

Throughout your training, you will have access to the best educational materials, prepared specifically for you.



### 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



### Educational Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and at the forefront of education. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

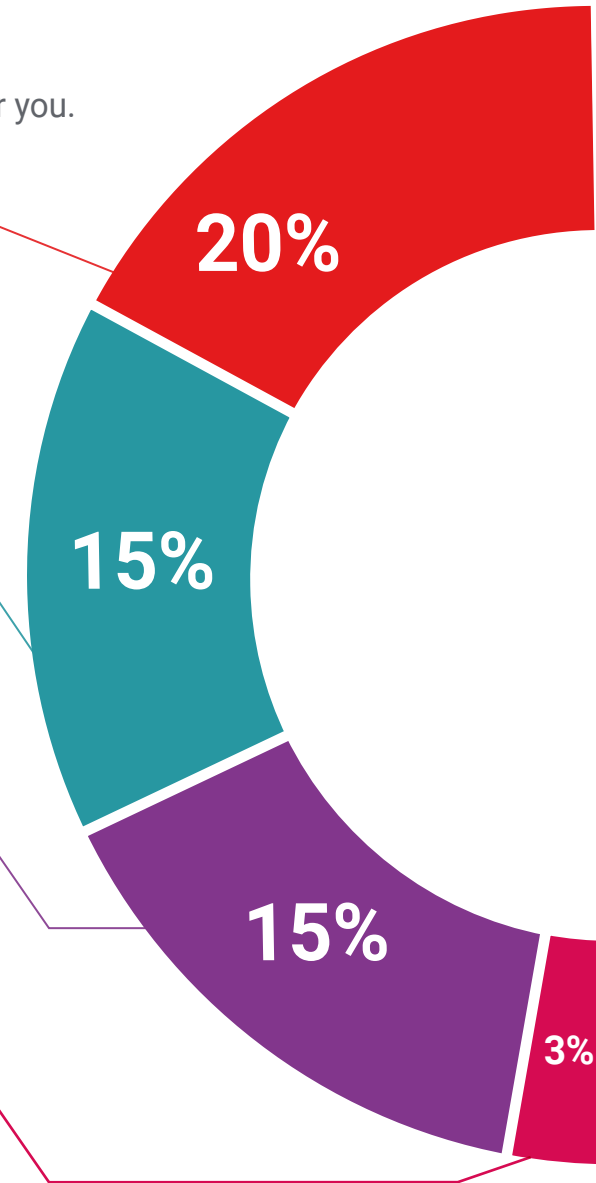
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge. This unique training system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



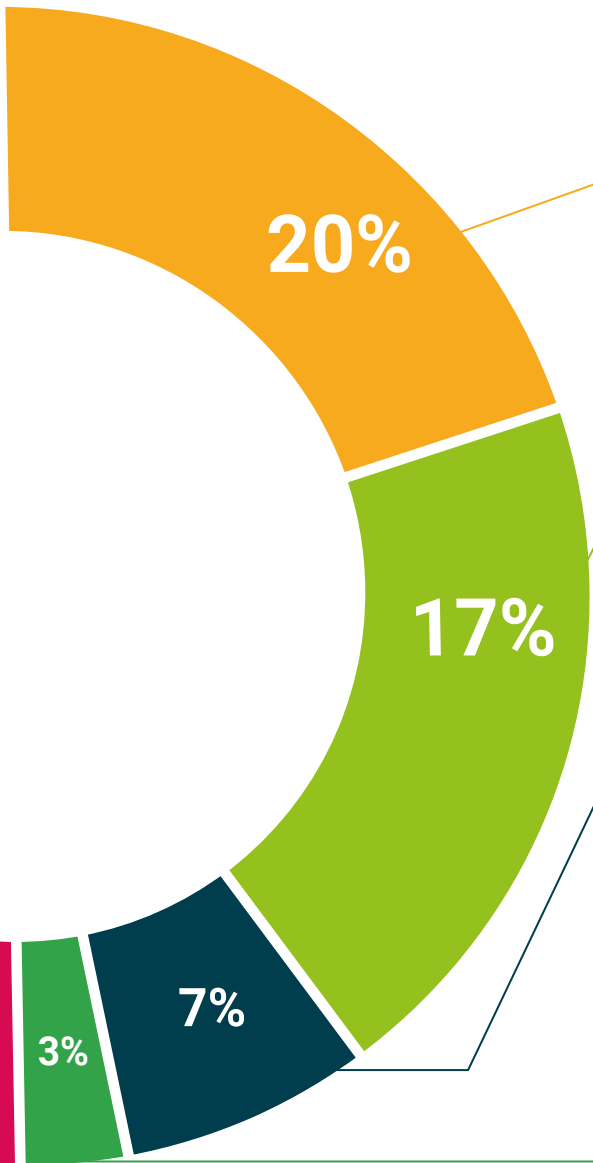
### Additional Reading

By participating in this course you will have access to a virtual library where you will be able to complement and keep your training up-to-date with the latest articles on the subject, consensus documents, international guidelines...

An invaluable resource that you will be able to use even when you finish your course with us.







### Expert-led case studies and case analysis

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through the development of attention and the resolution of different situations: a clear and direct way to achieve the highest degree of understanding.



### Testing & Retesting

We periodically evaluate and re-evaluate your knowledge throughout this course by means of activities and exercises so that you can see how you are achieving your goals.



### Learning From an Expert

Observing an expert performing a task is the most effective way of learning. It is called Learning From an Expert: a proven way to reinforce knowledge and memory of what has been learned. For this reason, we include this type of learning through master classes in our courses.

There is scientific evidence suggesting that observing third-party experts can be useful. Learning from an expert reinforces knowledge and memory, and builds confidence in our difficult future decisions.



### Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



05

# Certificate

The Postgraduate Diploma in Orofacial Disorders and Feeding in ASD and CP for Nurses guarantees you, in addition to the most rigorous and up to date training, access to a Postgraduate Diploma issued by TECH Global University.



“

*Successfully complete this training and receive your certificate without the hassle of travel or paperwork”*

This private qualification will allow you to obtain a **Postgraduate Diploma in Orofacial Disorders and Feeding in ASD and CP for Nurses** 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.

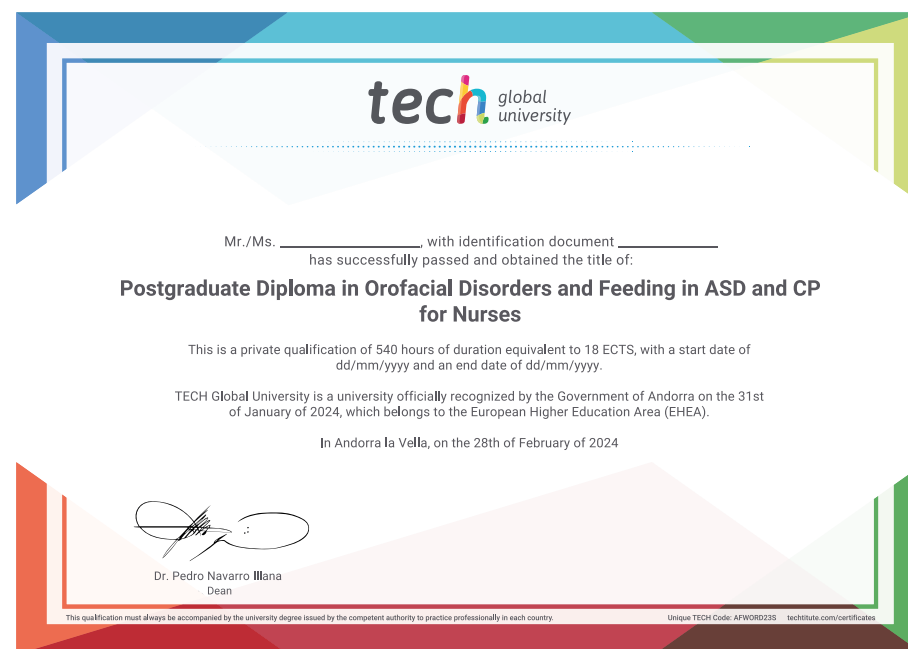
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Orofacial Disorders and Feeding in ASD and CP for Nurses**

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.

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guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
online training  
development language  
classroom



**Postgraduate Diploma**  
Orofacial Disorders  
and Feeding in ASD  
and CP for Nurses

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

# Postgraduate Diploma

Orofacial disorders and feeding in  
ASD and CP for nurses.