

Postgraduate Certificate

Approach to Students with
Communication Disorders
for Psychologists





Postgraduate Certificate Approach to Students with Communication Disorders for Psychologists

- » Modality: online
- » Duration: 8 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/pk/psychology/postgraduate-certificate/approach-students-communication-disorders-psychologists

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01

Introduction

In order to offer students with communication disorders the pedagogical support they need, psychology professionals are obliged to specifically expand their knowledge and skills in this area. This program is a complete compilation of the advances and novelties in detection, approach from Therapeutic Pedagogy and educational intervention that will spectacularly complete your work capacity and your professional competence. A high intensity specialization that has been created to offer students this complete training in the course of a few weeks of intensive work, directly oriented to the acquisition of real competencies.



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*The most outstanding advances in the sector
in a specific and concrete education that will
propel you toward a new professional pursuit”*

This comprehensive program arises in response to the increasing demand for training in special needs settings in schools. Organizations that work with disabled people, especially schools with special needs children, are subject to international regulations that now promote a new model of teaching. This approach represents a giant step forward from the obsolete segregationist system that has dominated until now, and it is designed to provide support that will have more realistic and effective chances to succeed in school integration.

To achieve these objectives, this Postgraduate Certificate will lead you through the knowledge that Therapeutic Pedagogy demands. The program will cover everything from communication with the family or legal guardians, which is at the center of any intervention, to the planning and development of the intervention processes themselves.

All these processes must adjust to the reality and possibilities of the needs of each student, in a totally individualized way. That is why TECH offers this intensive and comprehensive study on how to adapt education using the most innovative tools and material resources, which will result in a process that really boosts student learning by identifying their optimal ways of facing each area of study.

Psychology and the approaches in educational sciences and neurology will serve as the basis for the work capacity that students will inevitably acquire. What is more, they will learn to interpret and use reports and publications in this field as tools for professional growth.

This **Postgraduate Certificate in Approach to Students with Communication Disorders for Psychologists** contains the most complete and up to date scientific program on the market. The most important features include:

- ◆ Clinical cases presented by experts in managing students with audiovisual illnesses
- ◆ 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
- ◆ The latest news on the approach to students with audiovisual illnesses and their impact on learning
- ◆ Practical exercises where self assessment can be used to improve learning
- ◆ Clinical and diagnostic imaging and testing iconography
- ◆ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ◆ With special emphasis on evidence-based medicine and research methodologies in managing students with audiovisual illnesses
- ◆ 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



Learn how to work with students with Communication Disorders and promote their development with the skills of one of the most competent professionals in the field"

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Learn how to motivate, understand and encourage your students in a complete Postgraduate Certificate created to propel you to another professional level”

Develop specialist competencies in Therapeutic Pedagogy to offer your school quality work in this area of fundamental interest.

The new intervention methods that are already being implemented in the best educational centers in the world in a complete and up to date program.

Its teaching staff includes expert professionals who bring the experience of their work to this training, as well as recognized specialists belonging to prestigious reference societies and 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 designed to train in real situations.

This program is designed around Problem Based Learning, whereby the student 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 that provides necessary contextualization and practical perspective.



02

Objectives

The objectives of this program have been established as a guide for the development of the entire course, with the specific mission of offering students very intensive training that will really boost their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.





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If your goal is to acquire a qualification that completes your knowledge as a psychologist to intervene in communication disorders, this training is what you are looking for”



General Objectives

- ◆ Know how Special Education has evolved, especially regarding international entities such as UNESCO
- ◆ Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- ◆ Collaborate in supporting families / legal guardians in the development of students
- ◆ Participate in the assessment and diagnosis of special educational needs
- ◆ Elaborate the adaptations required by students with special educational needs
- ◆ Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- ◆ Know the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students





Specific Objectives

- ◆ Define the term communication and know its possible disorders
- ◆ Classify and recognize the different communication disorders
- ◆ Identify the neurological basis of development and learning in the developmental pyramid
- ◆ Know the incidences in student developmental stages for their intervention
- ◆ Understand multiprofessional coordination with students, together with the required documentation and organization according to needs
- ◆ Understand social intervention according to student developmental stages
- ◆ Know the intervention at the individual level according to the stages of student development in relation to their needs and disorder type
- ◆ Adapt tools and materials related to learner needs
- ◆ Recognize the different assessments to be established depending on the type of student disorder

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Take the plunge and make your way into the field of Therapeutic Pedagogy as a specialist in communication disorders”

03

Course Management

The program's teaching staff includes experts in this area who will contribute their real classroom experience to the course content. Additionally, other recognized experts participate in the design and preparation, completing the program in an interdisciplinary manner.





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Learn from professional experts in the field who will provide a realistic and contextual view of this exciting job”

Management



Dr. Mariana Fernández, María Luisa

- ♦ Psychologist and Teacher specialized in Therapeutic Pedagogy
- ♦ Educational Counselor in the Community of Madrid, Consejería de Educación President and founder of the Professional Association Guidance and Education in the Community of Madrid, member of COPOE and AIOSEP

Professors

Ms. Ruiz Rodríguez, Rocío

- ♦ Master's Degree in Primary Education
- ♦ Therapeutic Pedagogy Specialist



04

Structure and Content

The contents of this comprehensive training program have been developed by the sector's most competent professionals, with a high quality criterion at every stage of the course. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates





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A complete program created to offer an effective and fast learning process that is compatible with personal and professional life”

Module 1. Communication Disorders

- 1.1. Concept and Definition of Communication and Its Disorders
 - 1.1.1. Definition of Communication
 - 1.1.2. Types of Communication
 - 1.1.3. Definition of Language
 - 1.1.4. Stages in Communication
 - 1.1.5. Definition of Disorder
 - 1.1.6. Introduction to the Nervous System
 - 1.1.7. Description of the Communicate Process
 - 1.1.8. Difference between Communication and Speech
 - 1.1.9. Language in Relation to Auditory and Visual Processing
 - 1.1.10. Concept of Communication Disorders
- 1.2. Classification and Typology of Communication Disorders
 - 1.2.1. Specific Language Disorder
 - 1.2.2. Language Delays
 - 1.2.3. Social Communication Disorder
 - 1.2.4. Speech Sound Disorder
 - 1.2.5. Childhood-Onset Fluency Disorder (Stuttering)
 - 1.2.6. Selective Mutism
 - 1.2.7. Students with Hearing Loss
 - 1.2.8. Specific Learning Disorder
 - 1.2.9. Academic or Educational Problems
 - 1.2.10. Unspecified Communication Disorder
- 1.3. Neurological Basis for Development and Learning
 - 1.3.1. Human Development Pyramid
 - 1.3.2. Developmental Phases
 - 1.3.3. Developmental Levels
 - 1.3.4. Location of Language Skills in the Developmental Pyramid and Its Importance
 - 1.3.5. General Outline of Neurodevelopment
 - 1.3.6. Perceptual and Motor Neurodevelopment in Childhood
 - 1.3.7. Developmental Areas that Influence Language
 - 1.3.8. Cognitive Development via Communication and Language
 - 1.3.9. Social and Affective Development via Communication and Language





- 1.4. Incidents in Developmental Stages
 - 1.4.1. Early Language and Speech Development
 - 1.4.2. Early Childhood: Language Development
 - 1.4.3. Development of Spoken Language
 - 1.4.4. Vocabulary Development and Grammatical Knowledge
 - 1.4.5. Development of Communication Knowledge
 - 1.4.6. Illiteracy: Written Language Comprehension and Use
 - 1.4.7. Learning Difficulties in Reading
 - 1.4.8. Emotional and Affective Development in Students
 - 1.4.9. Diseases Related to Language Disorders
 - 1.4.10. Other Incidents
- 1.5. Multiprofessional Coordination
 - 1.5.1. Therapeutic Pedagogy Teacher Specialist
 - 1.5.2. Hearing and Speech Teacher Specialist
 - 1.5.3. Special Education Monitors during Schooling
 - 1.5.4. Educators
 - 1.5.5. Curricular Support Teachers
 - 1.5.6. Sign Language Professionals
 - 1.5.7. Deafness and Blindness Mediators
 - 1.5.8. Social Educators
 - 1.5.9. Educational Guidance Teams
 - 1.5.10. Specialized Educational Guidance Teams
 - 1.5.11. Guidance Departments
 - 1.5.12. Professional Eye Disease Doctors
- 1.6. Documentation and Organization According to Student Needs
 - 1.6.1. Psychopedagogic Tests
 - 1.6.2. Psychopedagogic Evaluation
 - 1.6.3. Neuropsychopedagogic Reports
 - 1.6.4. Speech Therapy Report
 - 1.6.5. Specific Medical Documentation for Language Disorders
 - 1.6.6. School Documentation
 - 1.6.7. Social Organization
 - 1.6.8. Center Organization
 - 1.6.9. Classroom Organization
 - 1.6.10. Family Organization

- 1.7. Educational Intervention According to Developmental Stages
 - 1.7.1. Logopedic Intervention According to Developmental Stages
 - 1.7.2. Adaptations at the Education Center Level
 - 1.7.3. Adaptations at the Classroom Level
 - 1.7.4. Adaptations at the Personal Level
 - 1.7.5. Educational Intervention in Early Childhood
 - 1.7.6. Educational Intervention in Second Childhood
 - 1.7.7. Educational Intervention in Maturity
 - 1.7.8. Intervention with Families
- 1.8. Adapted Tools and Supplies
 - 1.8.1. Tools to Work with Communication Disorders Students
 - 1.8.2. Adapted Individual Supplies
 - 1.8.3. Adapted Collective Supplies
 - 1.8.4. Linguistic Skills Programs
 - 1.8.5. Programs to Promote Reading and Writing
 - 1.8.6. Adapting Curricular Elements
 - 1.8.7. ICT Influences
 - 1.8.8. Auditory and Visual Stimulation
- 1.9. School-Based Socio-Community Intervention
 - 1.9.1. Concept of Socio-Community Intervention
 - 1.9.2. Student Schooling
 - 1.9.3. Child Socialization
 - 1.9.4. Extracurricular Outings
 - 1.9.5. Family Circle
 - 1.9.6. Relation Between Family and School
 - 1.9.7. Peer Relationships
 - 1.9.8. Leisure and Free Time
 - 1.9.9. Professional Training
 - 1.9.10. Social Inclusion





- 1.10. Disorder Evaluation and Prognosis
 - 1.10.1. Manifestations of Communication Problems
 - 1.10.2. Speech Therapy Report
 - 1.10.3. ENT Physician Evaluation
 - 1.10.4. Subjective Hearing Tests
 - 1.10.5. Psychopedagogic Evaluation
 - 1.10.6. Speech Therapy Rehabilitation
 - 1.10.7. Family Coexistence Analysis
 - 1.10.8. Auditory Treatments
 - 1.10.9. Family Coexistence Analysis
 - 1.10.10. Treatment

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A unique, key, and decisive training experience to boost your professional development”

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

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

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



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence 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 Approach to Students with Communication Disorders for Psychologists guarantees students, in addition to the most rigorous and up to date education, access to a Postgraduate Certificate issued by TECH Technological University.



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Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Postgraduate Certificate in Approach to Students with Communication Disorders for Psychologists** contains the most complete and up to date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the **Postgraduate Certificate**, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional from career evaluation committees.

Title: **Postgraduate Certificate in Approach to Students with Communication Disorders for Psychologists**

Official N° of hours: 125 h.



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

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community commitment
personalized service innovation
knowledge present
development language
virtual classroom



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