

Postgraduate Certificate

Motor Disorders, Musculoskeletal
and Nervous System Diseases
for Psychologists





Postgraduate Certificate

Motor Disorders, Musculoskeletal and Nervous System Diseases for Psychologists

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

Website: www.techtute.com/us/psychology/postgraduate-certificate/motor-disorders-musculoskeletal-nervous-system-diseases-psychologists

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 20

06

Certificate

p. 28

01

Introduction

Motor disorders, whether congenital or acquired, are some of the disabilities that may require specific attention in the education system. There are also musculoskeletal or nervous system diseases that involve cognitive, emotional or social development that impede student learning. From the area of therapeutic pedagogy, trained psychologists can make a valuable contribution to this field if they possess the appropriate knowledge. This program is the key to that knowledge and to advance to a higher level of competence.





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The most outstanding advances in the sector in a specific Postgraduate Certificate for psychologists”

This comprehensive training 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 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.

Students will certainly build these work skills based on the foundations of psychology in this area as well as on the educational sciences and neurology. 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 Motor Disorders, Musculoskeletal and Nervous System Diseases 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
- ♦ 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 Musculoskeletal and Nervous System Diseases and promote their development with the skills of one of the most competent professionals in the field"

“*Offer your students with Motor Disorders the most complete support with a program created to propel you to a higher professional level”*

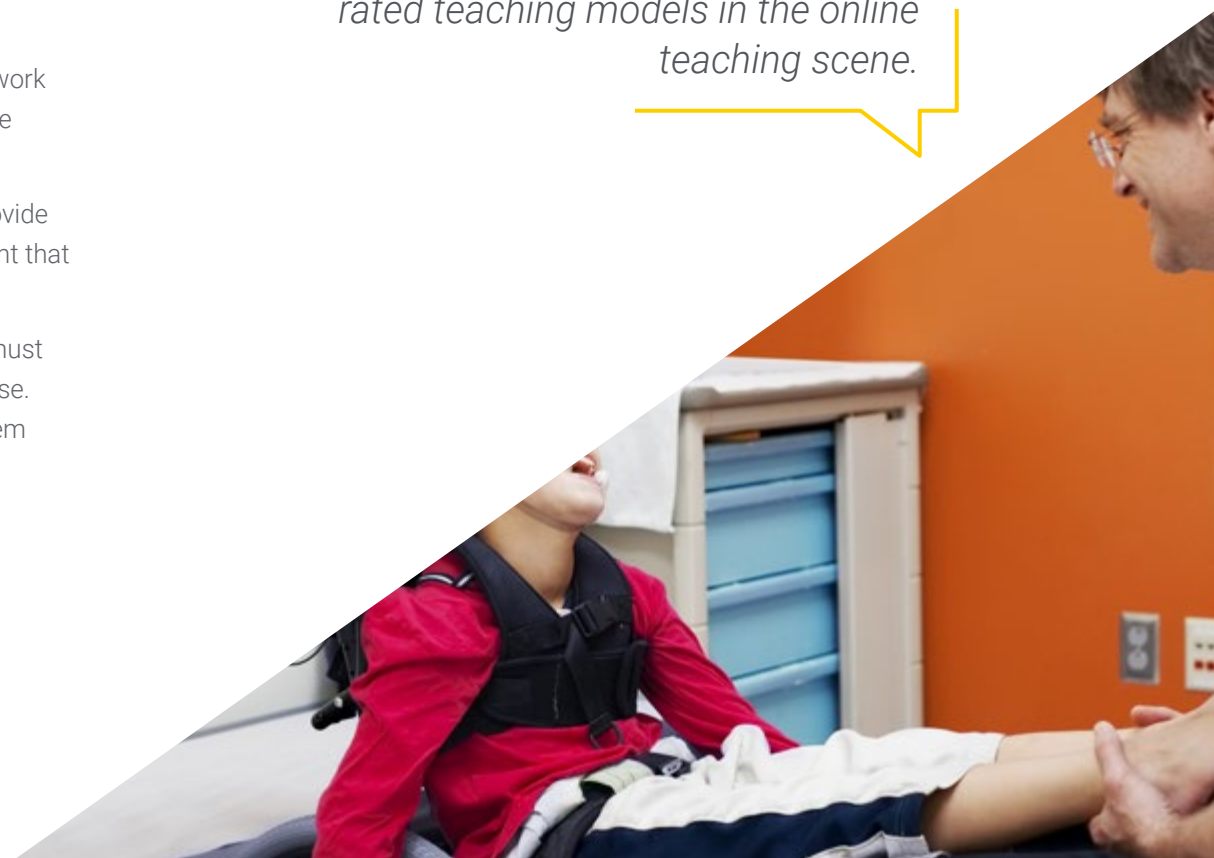
Its teaching staff includes expert professionals who bring the experience of their work to this training, as well as recognized specialists belonging to prestigious reference societies and universities.

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.

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

Learn in a simple, intensive and flexible way with the quality of the highest rated teaching models in the online teaching scene.



02

Objectives

The objectives of this program have been established as a guide for the entire specialization with the specific mission of offering students a very intensive program that will really boost their professional progression. A journey of personal growth that will take students to the top in their practice as psychologists.





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If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, then look no further. This training will give your career the boost it needs"



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

- Know and define the different motor disorders
- Differentiate and recognize the incidences in the stages of development
- Use technical aids in the teaching and learning process of students with special motor needs
- Collaborate in the design of adapted spaces for wide use in the educational community
- Coordinate teaching teams for the appropriate use of prostheses and other technical aids

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Take the first step to get up to date on the latest developments in Motor Disorders, Musculoskeletal and Nervous System Diseases”

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 AIOSP

Professors

Mr. Pérez Mariana, Julio Miguel

- ♦ Primary Education Teacher with a Degree in Physical Education
- ♦ Superior Technician in Physical and Sports Activities Animation
- ♦ Technician in Conduction of Physical-Sports Activities



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. Neurodevelopmental Disorders: Motor Disorders / Musculoskeletal System Diseases / Connective System Diseases

- 1.1. Concept and Definition of Motor Disorders / Musculoskeletal System and Connective System Diseases
 - 1.1.1. Definition of the Locomotor System
 - 1.1.2. Functions of the Locomotor System
 - 1.1.3. Importance of the Locomotor System
 - 1.1.4. Development of the Locomotor System
 - 1.1.5. Disorders of the Locomotor System
 - 1.1.6. Definition of the Musculoskeletal System
 - 1.1.7. Functions of the Musculoskeletal System
 - 1.1.8. Importance of the Musculoskeletal System
 - 1.1.9. Development of the Musculoskeletal System
 - 1.1.10. Disorders of the Musculoskeletal System
 - 1.1.11. Definition of the Connective System
 - 1.1.12. Functions of the Connective System
 - 1.1.13. Importance of the Connective System
 - 1.1.14. Development of the Connective System
 - 1.1.15. Disorders of the Connective System
- 1.2. Classification of Motor Disorders / Musculoskeletal System and Connective System Diseases
 - 1.2.1. Relationship between DSM-5 and ICD-10 Classifications between Motor Disorders and Skeletal System and Connective System Disorders
 - 1.2.2. DMS-5 Classification
 - 1.2.3. Disorders Not Included in the DSM-5
 - 1.2.4. ICD-10 Classification
 - 1.2.5. Disorders Not Included in the ICD-10
 - 1.2.6. The Need for Consensus between Both Classifications
 - 1.2.7. DSM-5 and ICD-10 Disorders in Common
 - 1.2.8. Differences between DSM-5 and ICD-10 Classifications
 - 1.2.9. Differential Contributions of DSM-5 and ICD-10 Classifications for Therapeutic Pedagogy Teacher Specialists
 - 1.2.10. Common Contributions of DSM-5 and ICD-10 Classifications for Therapeutic Pedagogy Teacher Specialists
- 1.3. Incidences in Developmental Stages
 - 1.3.1. Definition and Concept of Motor Developmental Stages
 - 1.3.2. Definition and Concept of the Musculoskeletal and Connective Systems Developmental Stages
 - 1.3.3. The Need to Unify the Stages
 - 1.3.4. Milestones in Development
 - 1.3.5. Embryo and Fetus Incidents: Consequences
 - 1.3.6. First Year of Life Incidents: Consequences
 - 1.3.7. Proximate-Distal Law Incidents: Consequences
 - 1.3.8. Cephalo-Caudal Law Incidents: Consequences
 - 1.3.9. Gait Incidents: Consequences
 - 1.3.10. Other Incidents
- 1.4. Multiprofessional Coordination
 - 1.4.1. Definition of Multiprofessional Coordination
 - 1.4.2. The Need for Multiprofessional Coordination
 - 1.4.3. Family as the Core of Multiprofessional Coordination
 - 1.4.5. Diagnosing Disorders
 - 1.4.6. Education Center Professionals: Coordination
 - 1.4.7. Physiotherapist Intervention in and out of School
 - 1.4.8. Orthoprosthodontist Intervention in and out of School
 - 1.4.9. Education Center External Professionals: Coordination
 - 1.4.10. Coordination between Internal and External Professionals
 - 1.4.11. The Therapeutic Pedagogy Specialist as Liaison between Professionals
- 1.5. Documentation and Organization According to Student Needs
 - 1.5.1. Disorder Diagnosis Documentation
 - 1.5.2. Disorder Revisions and Follow-up
 - 1.5.3. Physiotherapist Documentation
 - 1.5.4. Disorder Revisions and Follow-up by Physiotherapists
 - 1.5.5. Orthotist Documentation
 - 1.5.6. Disorder Revisions and Follow-up by Orthotists
 - 1.5.7. School Documentation
 - 1.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
 - 1.5.9. Elaborating Individual Curricular Adaptation Documents
 - 1.5.10. Individual Curricular Adaptation Document Follow-up

- 1.6. Educational Intervention According to Developmental Stage
 - 1.6.1. Developmental Milestones for Educational Intervention
 - 1.6.2. Diagnosis: Early Stimulation
 - 1.6.3. Educational Intervention to Promote Cephalic Support
 - 1.6.4. Educational Intervention to Promote Torso Support
 - 1.6.5. Educational Intervention to Promote Support to Stand Upright
 - 1.6.6. Educational Intervention to Promote Proximal-Distal Law
 - 1.6.7. Educational Intervention to Promote Cephalic-Caudal Law
 - 1.6.8. Educational Intervention to Promote Gait
 - 1.6.9. Educational Intervention to Improve Hypotonia
 - 1.6.10. Educational Intervention to Improve Hypotonia
- 1.7. Adapted Individual Tools and Supplies
 - 1.7.1. Concept of School Activities
 - 1.7.2. The Need for Preliminary Activities for Special Educational Needs Students
 - 1.7.3. The Need for Final Activities for Special Educational Needs Students
 - 1.7.4. Classroom Adaptation
 - 1.7.5. School Adaptation
 - 1.7.6. Tabletop Supplies
 - 1.7.7. School Ambulation Supplies
 - 1.7.8. School Recess Supplies
 - 1.7.9. Food and Cleaning Supplies at School
 - 1.7.10. Other Supplies
- 1.8. Adapted Collective Tools and Supplies
 - 1.8.1. Concept of Collective Tools and Supplies: The Need to Include Students
 - 1.8.2. Tools and Supplies Classification According to the Setting
 - 1.8.3. Tools and Supplies Classification According to Use
 - 1.8.4. Classroom Supplies
 - 1.8.5. School Supplies
 - 1.8.6. Recess Area Supplies
 - 1.8.7. Cafeteria and Bathroom Supplies
 - 1.8.8. Information and Signs for Common Use
 - 1.8.9. Adapting Common Spaces: Ramps and Elevators
 - 1.8.10. Other Tools and Supplies
- 1.9. School-Based Socio-Community Intervention
 - 1.9.1. Concept of Socio-Community Intervention
 - 1.9.2. Justification of Socio-Community Intervention in Special Educational Needs Students
 - 1.9.3. Coordinated Intervention by All Education Professionals at School
 - 1.9.4. Coordinated intervention by Non-Teaching School Personnel
 - 1.9.5. Coordinated Intervention with Class families
 - 1.9.6. Intervention with External Resources: Extracurricular Outings
 - 1.9.7. Intervention with External Cultural Resources: Zoos or Museums, and Others
 - 1.9.8. Coordinated Intervention with Other Resources in the Immediate Surroundings: Library or Municipal Sports Center, and Others
 - 1.9.9. Applying for Socio-Community Resources: Scholarships and Other Aid
 - 1.9.10. Other Socio-Community Interventions
- 1.10. Evaluation and Prognosis
 - 1.10.1. First Diagnosis: Family Reaction
 - 1.10.2. Family Support in Accepting the Diagnosis
 - 1.10.3. Information and Family Meetings
 - 1.10.4. Information and Special Needs Student Meetings
 - 1.10.5. School Intervention in Assessment: The Role of Specialized Teachers in Therapeutic Pedagogy
 - 1.10.6. Multiprofessional Intervention in the Evaluation
 - 1.10.7. Joint Measures to Achieve the Best Prognosis
 - 1.10.8. Programming a Multiprofessional Intervention Schedule
 - 1.10.9. Intervention Review and Follow-up: Evaluation
 - 1.10.10. Improvement Proposals for Multiprofessional Intervention

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 Motor Disorders, Musculoskeletal and Nervous System Diseases for Psychologists 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 program will allow you to obtain your **Postgraduate Certificate in Motor Disorders, Musculoskeletal and Nervous System Diseases for Psychologists** 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.

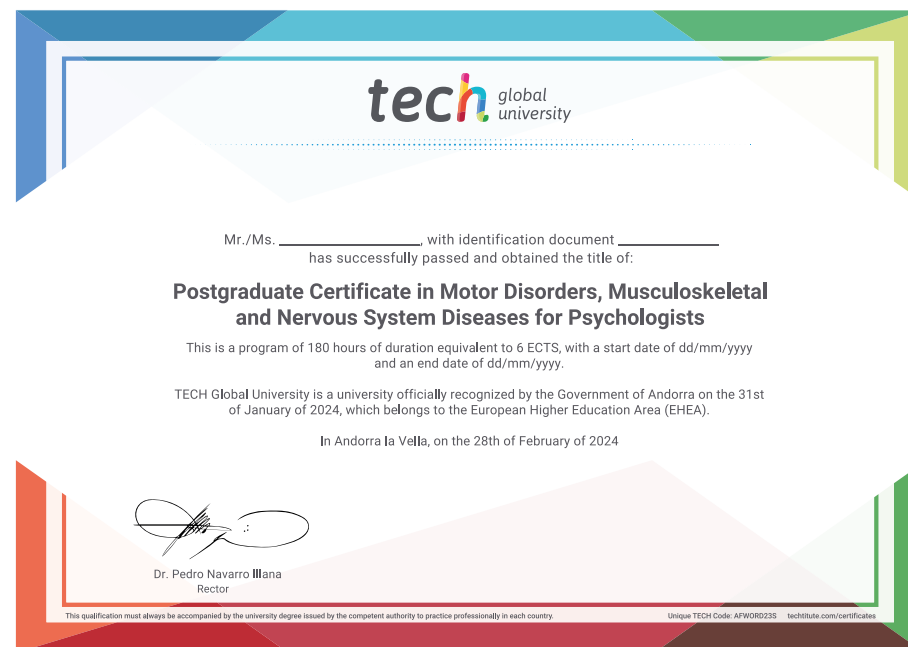
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Motor Disorders, Musculoskeletal and Nervous System Diseases for Psychologists**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 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.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge preservation
online learning
development languages
virtual classroom



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