Postgraduate Diploma

Intellectual Disability, Attention Deficit and Hyperactivity Disorders for Psychologists

tech global university

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Postgraduate Diploma
Intellectual Disability, Attention Deficit and Hyperactivity Disorder for Psychologists

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

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-intellectual-disability-attention-deficit-hyperactivity-disorder-psychologists

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01

Introduction

The approach to intellectual disability in the classroom and to independent or associated disorders, such as ADHD, is a challenge to the psychologist's ability to act from the perspective of Therapeutic Pedagogy. In order to provide an adequate and effective response in this context, the psychologists must incorporate into their background the knowledge and tools necessary to offer the personalized pathways of progress that all students need. This comprehensive program will provide you with the theoretical knowledge and, above all, the practical knowledge that will make the difference: for you as a highly qualified professional and for your students with functional diversity. A growth that will put you at the forefront of teaching in the future.

Acquire the most advanced tools in intervention in intellectual disabilities and become the support that students need to advance in their development in the classroom"

This comprehensive program was developed in response to the growing demand for training in the area of special needs in schools. The international regulations of the organizations in charge of overseeing the integral development of people with disabilities, and specifically, of children with difficulties in schools, have promoted a new model of teaching work. This approach represents a giant step forward in the obsolete segregationist system that has dominated until now and is directed towards a capacity for attention that generates a more realistic and effective integration.

To achieve these objectives, this Postgraduate Diploma take students through the knowledge that intervention in Therapeutic Pedagogy requires. From the consideration of communication with the family or legal guardians as a pillar around which any intervention should pivot to the planning and development of intervention processes.

All these processes must be materialized in a real and possible adaptation to the needs of each student, in a totally individualized manner. To this end, TECH will show in an intensive and complete study, how to elaborate the educational adaptations using the most innovative tools and material resources, to create a process that allows students to really learn, taking into account their optimal ways of facing each area of study.

All these working skills that the student will acquire will inevitably be supported by the knowledge of the bases of psychology in this area and the approaches of the sciences of education and neurology. In addition, you will learn how to interpret and use industry reports and publications as tools for professional growth.

This **Postgraduate Diploma in Intellectual Disability, Attention Deficit and Hyperactivity Disorder for Psychologists** contains the most complete and up-to-date scientific program on the market. The most important features include:

- Case studies 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.
- News on Attention Deficit and Hyperactivity Disorder and disability in the school environment
- 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 Attention Deficit and Hyperactivity Disorder
- 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

Deal with the difficulties that students with disabilities ADHD suffer, with the that the psychologist tools to help them in their school and social development"

Learn how to motivate, understand and guide your students with Attention Disability Deficit and Hyperactivity in a Postgraduate course university created to propel you to another professional level"

A specific training work that will enable you to work extensively in the field of intellectual disabilities and ADHD from the therapeutic pedagogy, as a psychologist.

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

Its teaching staff includes leading professionals and experts who bring their years of experience to this program, as well as renowned specialists belonging to prestigious 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.

Problem-Based Learning underpins this program design, and the educator must use it to try and solve the different professional practice situations that arise throughout the Postgraduate Diploma. To do so, the educator will have the help of an innovative interactive video system that provides the contextualization and the practical point of view you need.

02

Objectives

The objectives of this program address the educational needs of psychologists in this field. They have been established pragmatically, with the specific mission of offering students very intensive training that will efficiently boost their professional progression. A journey of personal growth that will lead the students to the top in your intervention as a psychologist.

If your goal is to gain more experience as a psychologist, this qualification will enable you to compete with the best, so look no further. This training will give your career the boost it needs"

General Objectives

- Learn about the evolution of Special Education, especially in relation to international entities such as UNESCO
- Use a scientific vocabulary adjusted to the demands of multi-professional teams, participating in the coordination and monitoring of students
- Collaborate with families/legal guardians in the development of students
- Participate in the evaluation 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
- Learn about the basics of Psychology, Educational Sciences and Neurology in order to read reports from other professionals as well as to establish specific guidelines for the appropriate response at school to the needs posed by students

Specific Objectives

Module 1. History and Evolution of Terms With Regards to Functional Diversity

- Know the historical development of Special Education
- Know the key authors for the Teacher specialized in Therapeutic Pedagogy within the historical context together with their contributions, as well as their implication in the current School.
- Describe changes throughout history using a vocabulary adjusted to the historical era.
- Compare changes and developments throughout the history of special education
- List the most commonly used classifications in interdisciplinary work, both ICD-10 and DSM-V
- Analyze and reflect on UNESCO's approaches
- Define the essential concepts in current psycho-pedagogy
- Know and describe the most important milestones in the development of healthy children in order to establish comparisons with children with educational needs

Module 2. Neurodevelopment Disorders Intellectual Disability

- Know and compare the evolution of the concept of Intellectual Disability
- Differentiate and recognize developmental variables and differential aspects
- Know and appreciate multiprofessional coordination
- Differentiate and analyze special educational needs
- Know the tools and materials to be used
- Reflect on and recognize the different evaluations and prognoses to be established

Module 3. Neurodevelopment Disorders Attention Deficit Hyperactivity Disorder

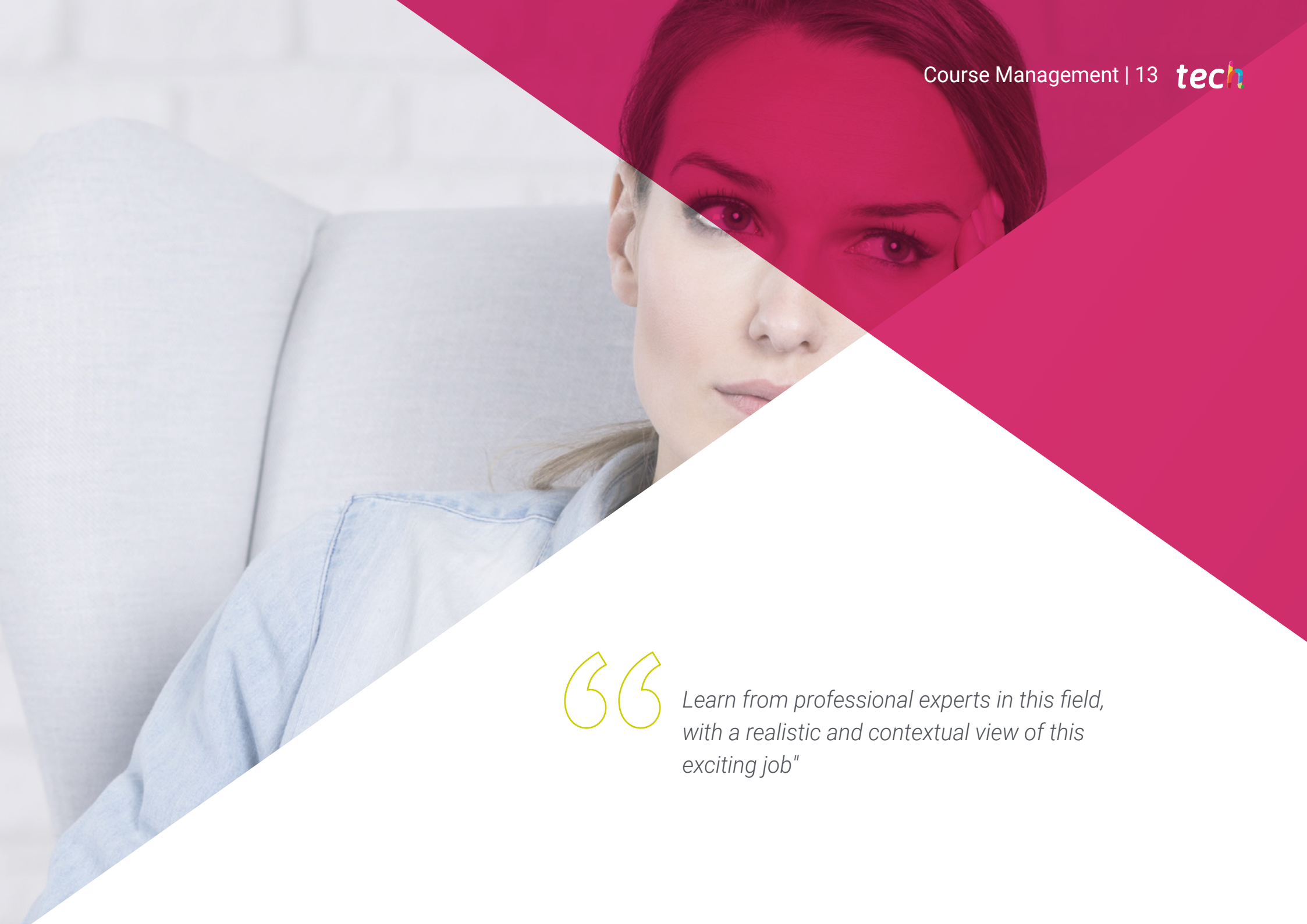
- Define and differentiate the concepts of Attention Deficit Hyperactivity Disorder and not having it
- Know the different disorders, their characteristics, intervention and needs, among other aspects
- Distinguish whether or not a student has ADD or ADHD
- Know and appreciate multi-professional coordination
- Adapt tools and materials with regards to students' needs
- Recognize the different evaluations and prognoses to be established

Seize the opportunity and take the first step to get up to date on the latest developments in Attention and Hyperactivity Deficit Disorders"

03

Course Management

The program includes in its teaching staff experts in this area of work who will contribute to the program with their real experience in classroom work. In addition, other renowned experts participate in its design and planning, completing the program in an interdisciplinary manner.



Learn from professional experts in this field, with a realistic and contextual view of this exciting job"

Management

Dr. Mariana Fernández, María Luisa

- Psychologist and specialist teacher in Therapeutic Pedagogy
- Guidance Counselor in the Community of Madrid, Regional Ministry of Education. President and founder of the Professional Association for Guidance and Education in the Community of Madrid, member of COPOE and AIOSP

Professors

Mr. Pérez Mariana, Julio Miguel

- Degree in Primary Education with specialization in Physical Education
- Superior Technician in Physical and Sports Activities
- Technician in Physical-Sports Activities

Ms. Ruiz Rodríguez, Rocío

- Degree in Primary Education
- Specialized in Therapeutic Pedagogy for Psychologists

Serra López, Daniel

- Primary Education for Specialised Teacher in Therapeutic Pedagogy
- Specialized in Therapeutic Pedagogy for Psychologists
- Active professional in Special Education Centers

Ms. Vílchez Montoya, Cristina

- Degree in Primary Education
- Specialized in Therapeutic Pedagogy

04

Structure and Content

The syllabus has been created to respond specifically to the needs of expanding, complementing and updating the knowledge of psychologists in the area of Therapeutic Pedagogy. With a vision focused on applied learning, which allows the professional to intervene successfully and a broad vision and connected to the real environment of the profession.

A comprehensive teaching program, created to offer psychologists quick and efficient education that is compatible with your personal and professional life"

Module 1. History and Evolution of Terms With Regards to Functional Diversity

1.1. Prehistory of Special Education
- 1.1.1. Justification of the Term Prehistory
- 1.1.2. Stages in the Prehistory of Special Education
- 1.1.3. Education in Greece
- 1.1.4. Education in Mesopotamia
- 1.1.5. Education in Egypt
- 1.1.6. Education in Rome
- 1.1.7. Education in America
- 1.1.8. Education in Africa
- 1.1.9. Education in Asia
- 1.1.10. Shift from Mythology and Religion to Scientific Knowledge

1.2. Middle Ages
- 1.2.1. Definition of the Historical Period
- 1.2.2. Stages in the Middle Ages: Characteristics
- 1.2.3. The Separation of Church and School
- 1.2.4. Education of the Clergy
- 1.2.5. Education of the Knight
- 1.2.6. Education of the Weak

1.3. Modern Age: 16th Century to 18th Century
- 1.3.1. Definition of the Historical Period
- 1.3.2. Contributions of Ponce de León, Juan Pablo Bonet and Lorenzo Hervás to the Education of People with Hearing Deficits
- 1.3.3. Sign Language Communication
- 1.3.4. Luis Vives' Contributions
- 1.3.5. Jacobo Rodríguez Pereira's Contributions
- 1.3.6. Juan Enrique Pestalozzi's Contributions
- 1.3.7. Treatment of Mental Disabilities: Pinel and Itard's Contributions, among others

1.4. XIX Century
- 1.4.1. Definition of the Historical Period
- 1.4.2. First Classes in Special Education
- 1.4.3. First Associations of Families with Special Education Students
- 1.4.4. Beginning of the Study of Intelligence: Measuring IQ
- 1.4.5. Louis Braille's Contributions to Teaching People with Visual Deficits
- 1.4.6. Writing in the Reading and Writing System Braille
- 1.4.7. Reading in the Reading and Writing System Braille
- 1.4.8. Anne Sullivan's Contributions to Teaching Blind and Deaf People
- 1.4.9. Alexander Graham Bell's Contributions to Acoustics

1.5. 20th century
- 1.5.1. Definition of the Historical Period
- 1.5.2. Ovidio Decroly's Contributions
- 1.5.3. María Montessori's Contributions
- 1.5.4. Growth of Psychometry
- 1.5.5. Before the Warnock Report
- 1.5.6. The Warnock Report
- 1.5.7. Implications for Schools after the Warnock Report
- 1.5.8. Dr. Jack Bradley's Photograph: Use of the Hearing Aid
- 1.5.9. The Use of Home Video in Autism

1.6. Contributions of World Wars
- 1.6.1. Historical Periods of World Wars
- 1.6.2. Schools in Times of Crises
- 1.6.3. Operation T4
- 1.6.4. School under Nazism
- 1.6.5. Schools in Ghettoes and Concentration Camps, Work and Extermination
- 1.6.6. The Beginning of Schools in the Kibutz
- 1.6.7. Concepts of Education versus Rehabilitation
- 1.6.8. Development of Tools and Materials to Improve Daily Life
- 1.6.9. The Use of the White Cane
- 1.6.10. The Application of Technologies for Improving Life for the Wounded Soldier

1.7. Perspectives from 20th Century
- 1.7.1. The Concept of Functional Diversity
- 1.7.2. Social Implications of the Term Functional Diversity
- 1.7.3. Educational Implications of the Term Functional Diversity
- 1.7.4. Work Implications of the Term Functional Diversity
- 1.7.5. Rights and Duties of People with Functional Diversity
- 1.7.6. Knowledge of the Functioning of the Nervous System
- 1.7.7. New Contributions from Neurology
- 1.7.8. ICT Use in the School
- 1.7.9. Domotics in Schools
- 1.7.10. Multiprofessional Coordination

1.8. Proposals from UNESCO
- 1.8.1. The Birth of UNESCO
- 1.8.2. Organization of UNESCO
- 1.8.3. Composition of UNESCO
- 1.8.4. Short and Long-Term UNESCO Strategies
- 1.8.5. Precursors to Children's Rights
- 1.8.6. Children's Rights: Implications for Special Education
- 1.8.7. Education for Girls with Special Needs
- 1.8.8. Salamanca Declaration
- 1.8.9. Implications of the Salamanca Declaration
- 1.8.10. Other UNESCO Documents

1.9. Classificatons according to Diagnosis
- 1.9.1. Entities Responsible for Elaboration of Classifications
- 1.9.2. Definition of CIE-10
- 1.9.3. Definition of DSM-5
- 1.9.4. Necessity to Use Both Classifications
- 1.9.5. Implications for the Specialist Teacher in Therapeutic Pedagogy
- 1.9.6. Coordination with Other Professionals from the Schools which Differentiate these Classifications
- 1.9.7. Use of Language and Vocabulary Adjusted to these Classifications
- 1.9.8. School Documents Which Make References to these Classifications
- 1.9.9. Elaboration of Follow-Up Reports of Students
- 1.9.10. Elaboration of Multiprofessional Coordination

1.10. Basic Concepts in Psychopedagogy
- 1.10.1. Need for Psychopedagogical Intervention in Schools
- 1.10.2. Psychology Concepts in the School
- 1.10.3. Concepts of Pedagogy and Sciences of Education in School
- 1.10.4. Relationship between Concepts of Psychology and Pedagogy in School
- 1.10.5. School Documents Based on Psychology and Pedagogy
- 1.10.6. Elaboration of Parallels between School Stages, Psycho-Evolutionary Development Stages and Special Educational Needs
- 1.10.7. Elaboration of Information from the Teacher of Therapeutic Pedagogy to Facilitate the Intervention of Other Professionals in the School
- 1.10.8. Professional Relationships and Organizational Chart of Schools based on Psychology and Pedagogy.
- 1.10.9. Elaboration of Multiprofessional Coordination
- 1.10.10. Other Documents

Module 2. Developmental Disorders: Intellectual Disability

2.1. Intellectual Disability and Cognitive Apparatus
- 2.1.1. Definition of Intellectual Disability
- 2.1.2. Historical Focus
- 2.1.3. Current Interpretation
- 2.1.4. Cognitive Functions
- 2.1.5. Importance of Cognitive Apparatus
- 2.1.6. Disorders of Cognitive Apparatus
- 2.1.7. Definition of Cognitive Apparatus
- 2.1.8. Parts of Cognitive Apparatus
- 2.1.9. Functions of Cognitive Apparatus
- 2.1.10. Importance of Cognitive Apparatus

2.2. Variables in Development
- 2.2.1. The Importance of Variables in Development
- 2.2.2. Personal Variables: Degree
- 2.2.3. Personal Variables: Prenatal Causes
- 2.2.4. Personal Variables: Perinatal Causes
- 2.2.5. Personal Variables: Postnatal Causes
- 2.2.6. Contextual Variables: Family Members
- 2.2.7. Contextual Variables: Educational
- 2.2.8. Dimensions of Intellectual Disability
- 2.2.9. Adaptative Skills according to the Criteria of Intellectual Disability

2.3. Differential Aspects of Intellectual Disability
- 2.3.1. Introduction to Differential Aspects
- 2.3.2. Cognitive Development
- 2.3.3. Language and Communication
- 2.3.4. Affectionate-Emotional and Social Dimension
- 2.3.5. Psychomotor Dimension
- 2.3.6. Specification of the Special Educational Needs of Students with Intellectual Disabilities

2.4. Multiprofessional Coordination
- 2.4.1. Definition of Multiprofessional Coordination
- 2.4.2. Multiprofessional Coordination
- 2.4.3. The family as the Axis of Multiprofessional Coordination
- 2.4.4. Diagnosis of the Disorder
- 2.4.5. Professionals in the Educational Center: Coordination
- 2.4.6. Professionals External Educational Center: Coordination
- 2.4.7. Coordination between Professionals Inside and Outside of the School Center
- 2.4.8. The Teacher Specialized in Therapeutic Pedagogy as a Liaison between Professionals
- 2.4.9. Student and Family

2.5. Identification of the Special Educational Needs of Studies with Intellectual Disabilities of Psychopedagogical Evaluation
- 2.5.1. Documentation for Diagnosis of the Disorder
- 2.5.2. Reviews and Monitoring of the Disorder
- 2.5.3. Documentation of the Physiotherapist
- 2.5.4. Check-ups and Monitoring of the Monitoring by the Physiotherapist
- 2.5.5. Orthotist's Documentation
- 2.5.6. Check-ups and Monitoring of the Disorder by the Orthotist
- 2.5.7. Documentation in Schools
- 2.5.8. Psychopedagogical Evaluation which Determines the Students' Needs in Class
- 2.5.9. Elaboration of the Individual Curricular Adaptation Document
- 2.5.10. Monitoring of the Individual Curricular Adaptation Document

2.6. Curricular Adaptations for Students with Intellectual Disabilities
- 2.6.1. Regulatory Basis
- 2.6.2. Concept of Educational Intervention
- 2.6.3. Importance of Educational Intervention
- 2.6.4. General Aspects of Intervention
- 2.6.5. Cognitive Aspects for Intervention
- 2.6.6. Socio-Affective Aspects for Intervention
- 2.6.7. Psychomotor Aspects for Intervention
- 2.6.8. Basic Aspects for Intervention

2.7. Organisation of the Special Educational Needs of Students with Intellectual Disabilities.

2.8. The Participation of the Family of People with Intellectual Disabilities

2.9. Inclusion of People with Intellectual Disabilities in Society

2.10. Supports and Resources for People with Intellectual Disabilities.

Module 3. Neurodevelopment Disorders Attention Deficit Hyperactivity Disorder

3.1. Concept and Definition of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
- 3.1.1. Definition of ADD
- 3.1.2. Symptoms
- 3.1.3. Types of Treatment
- 3.1.4. Definition of ADHD
- 3.1.5. Diagnosis of ADHD
- 3.1.6. When Can One Make a Correct Diagnosis?
- 3.1.7. Diagnostic Criteria of ADHD
- 3.1.8. Existing Differences between ADD and ADHD
- 3.1.9. Causes

3.2. Positive Diagnosis of ADHD
- 3.2.1. Process for Obtaining a Correct Diagnosis
- 3.2.2. Differential Diagnosis
- 3.2.3. Medical Problems
- 3.2.4. Learning Disorders
- 3.2.5. Affective Disorders
- 3.2.6. Behavioral Disorders
- 3.2.7. Use of Drugs
- 3.2.8. Unfavorable Environments
- 3.2.9. Rebound Effect
- 3.2.10. Questions before a New Diagnosis

3.3. Gradual Emergence of ADD and ADHD in Today's Society What Are These Disorders and What Are They Not?
- 3.3.1. Prevalence in Spain
- 3.3.2. Prevalence in Europe
- 3.3.3. Prevalence in the Rest of the World
- 3.3.4. Does It Exist or Is It a Made-Up Disorder?
- 3.3.5. What Is Not ADD and ADHD?
- 3.3.6. Is It Hereditary?
- 3.3.7. Does It Have a Definitive Cure?
- 3.3.8. False Myths

3.4. Comorbidity
- 3.4.1. What is Comorbidity?
- 3.4.2. Co-morbid Conditions Coexisting with ADHD
- 3.4.3. Anxiety Disorders
- 3.4.4. Neurodevelopment Disorders
- 3.4.5. Learning Disorders
- 3.4.6. Mood Disorders
- 3.4.7. Disruptive Disorders
- 3.4.8. Addiction Disorders
- 3.4.9. Sleep Disorders
- 3.4.10. Organic Disorders

3.5. Incidences in the Stages of Development
- 3.5.1. Executive Control
- 3.5.2. How Does It Show Itself in their Academic Performance?
- 3.5.3. How Does It Show Itself in their Behavior?
- 3.5.4. What Kind of ADHD Children Can We Find in the Classroom?
- 3.5.5. ADH and ADHD in Boys
- 3.5.6. ADH and ADHD in Girls
- 3.5.7. ADH and ADHD in Adolescents
- 3.5.8. ADH and ADHD in Adults

3.6. Educational Intervention According to Stages of Development
- 3.6.1. Educational Intervention in Early Childhood (3-6 Years Old)
- 3.6.2. Educational Intervention in Mid Childhood (6-12 Years Old)
- 3.6.3. Educational Intervention in Adolescence 12-20 Years Old)
- 3.6.4. Educational Intervention in Adulthood (20-40 Years Old)
- 3.6.5. Working on a Student's Self-Esteem
- 3.6.6. How to Manage Distractions?
- 3.6.7. Reinforcement of Positive Behaviors and its Importance
- 3.6.8. Curricular Adaptations
- 3.6.9. Non-Significant Curricular Measures of Obligatory Compliance

3.7. Multidisciplinary Coordination and Intervention
- 3.7.1. Definition of Multiprofessional Coordination
- 3.7.2. What is Psychopedogogical Treatment?
- 3.7.3. Psychopedagogical Intervention
- 3.7.4. Psychological Intervention
- 3.7.5. Pharmacological Intervention.
- 3.7.6. Multimodal Intervention
- 3.7.7. Neuropsychological Intervention
- 3.7.8. Intervention with Other Alternative Treatments

3.8. ADH and ADHD within the Family
- 3.8.1. Main Fears of Families for those Affected
- 3.8.2. Communication between Teachers and Parents
- 3.8.3. Emotional Intelligence of Families with a Child with ADHD
- 3.8.4. First Meeting between Teachers and Parents
- 3.8.5. Decalogue of Family Actions
- 3.8.6. Co-existence
- 3.8.7. Family Schools
- 3.8.8. Intervention within the Nuclear Family Models of Functional Education
- 3.8.9. Inductive Model of Support or Inductive Discipline

3.9. Study Techniques Adapted Tools and Materials
- 3.9.1. Adaptations and Strategies to Use within the Classroom
- 3.9.2. Strategies for Improving Reading
- 3.9.3. Strategies for Improving Writing
- 3.9.4. Strategies for Improving Calculus
- 3.9.5. Strategies for Improving Organisation
- 3.9.6. Strategies for Improving Reflexivity
- 3.9.7. Strategies for Improving Motivation and Mood
- 3.9.8. Strategies for Improving Behavior
- 3.9.9. Other Materials

3.10. Types of Assessments in the Classroom
- 3.10.1. Recommendation for Assessments and Exams
- 3.10.2. General Measures for the Assessment of Students with ADD or ADHD
- 3.10.3. Supervision Measures in Assessments
- 3.10.4. Assessment Procedures
- 3.10.5. Learning Assessment
- 3.10.6. Assessment Guidelines
- 3.10.7. Assessment Alternatives
- 3.10.8. Teaching the Student How to Prepare for Exams

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

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Methodology

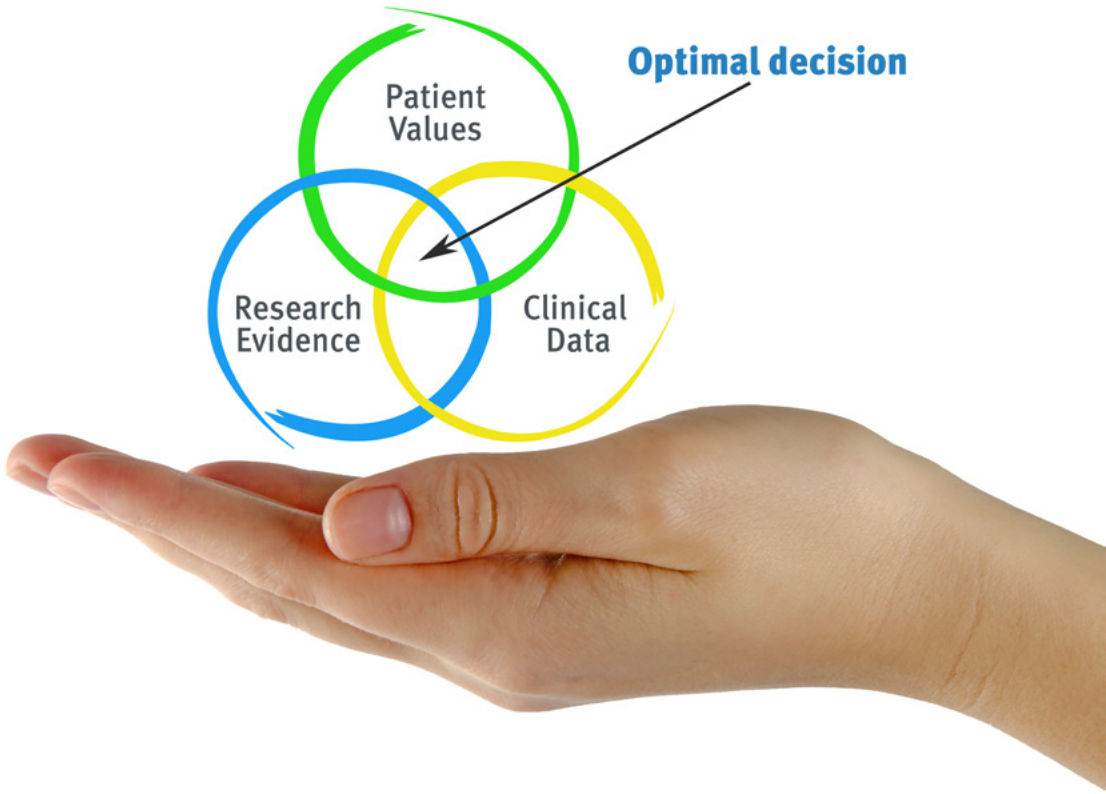
This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH 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.

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:

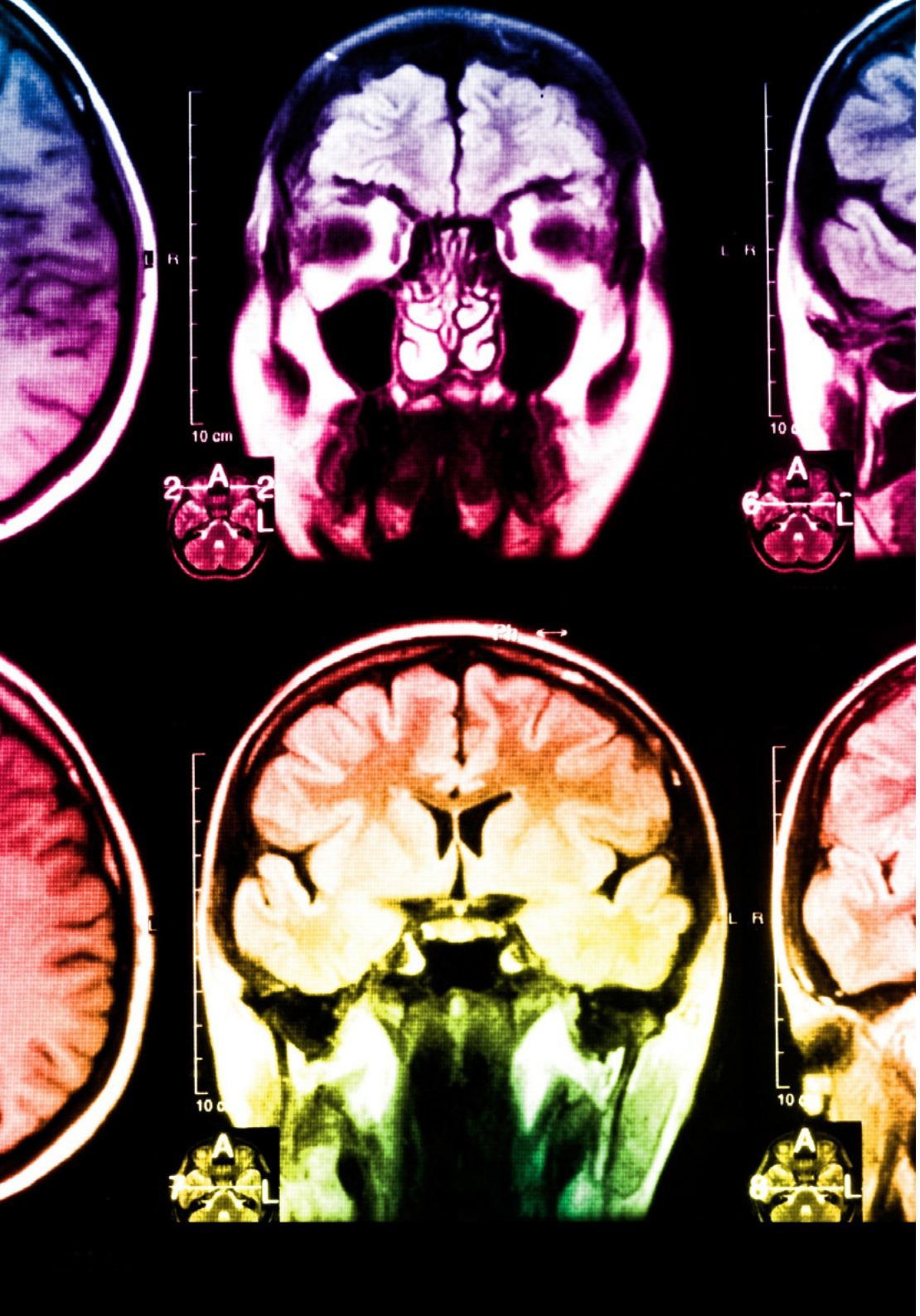
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate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

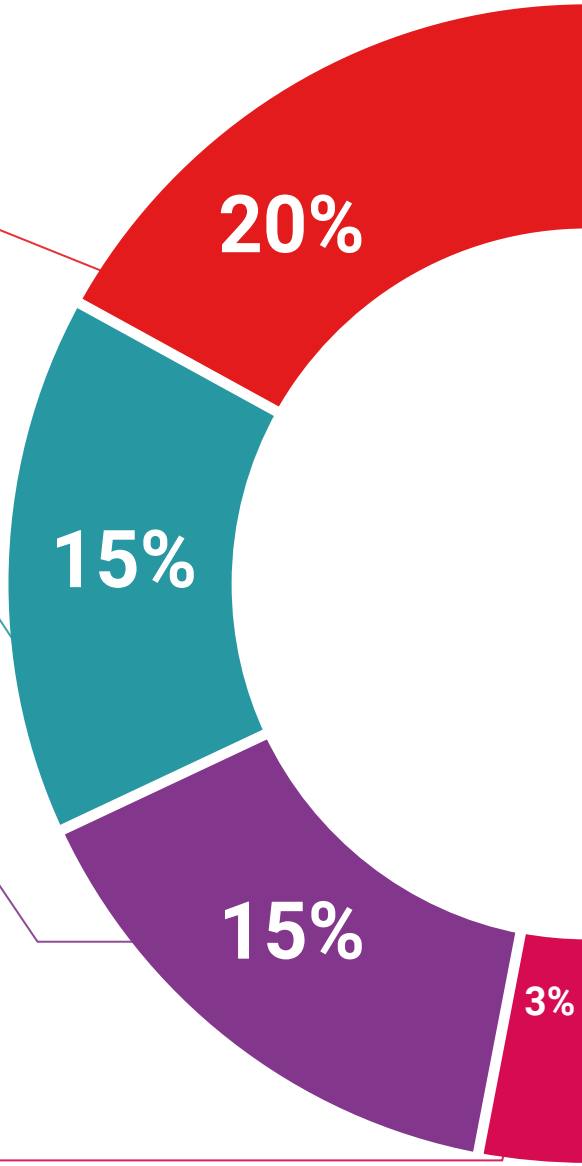
Interactive Summaries

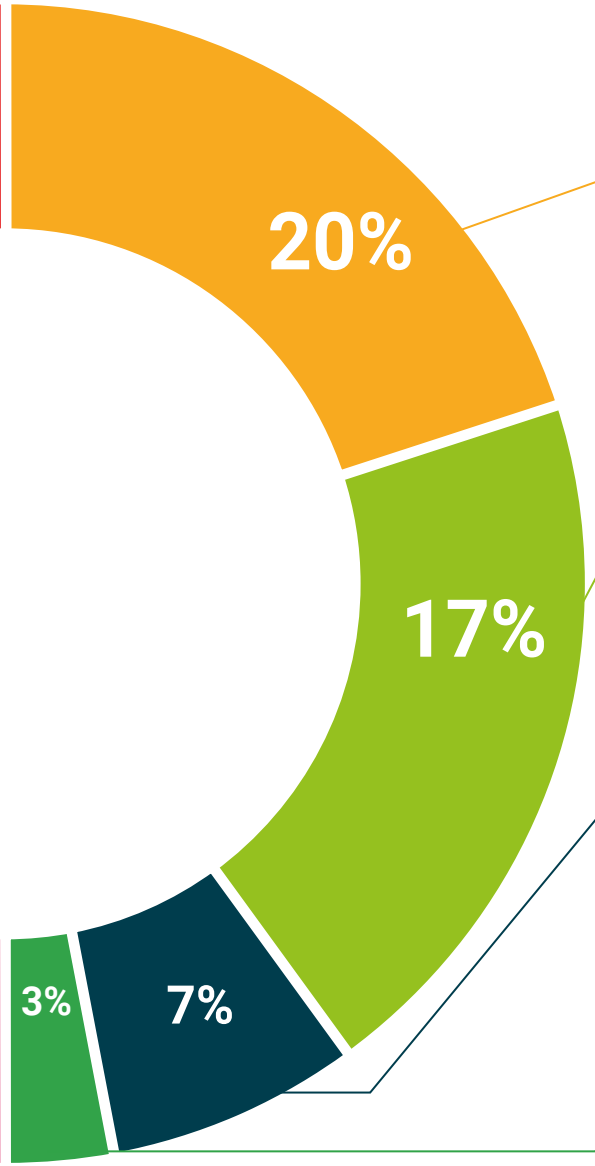
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Intellectual Disability, Attention Deficit and Hyperactivity Disorder for Psychologists guarantees, in addition to the most rigorous and up-to-date course, access to a Postgraduate Certificate issued by TECH Global University.

Successfully complete this training and receive your university degree without travel or laborious paperwork".

This private qualification will allow you to obtain a **Postgraduate Diploma in Intellectual Disability, Attention Deficit and Hyperactivity Disorders 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** 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 Intellectual Disability, Attention Deficit and Hyperactivity Disorders for Psychologists**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Intellectual Disability, Attention Deficit and Hyperactivity Disorders for Psychologists

This is a private qualification of 540 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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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Postgraduate Diploma
Intellectual Disability, Attention Deficit and Hyperactivity Disorder for Psychologists

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

Postgraduate Diploma

Intellectual Disability, Attention Deficit and Hyperactivity Disorders for Psychologists

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