Postgraduate Diploma

Motor Disorders, Ocular and Hearing Problems for Psychologists

tech technological university

Postgraduate Diploma
Motor Disorders, Ocular and Hearing Problems for Psychologists

Course Modality: **Online**

Duration: **6 months.**

Certificate: **TECH Technological University**

Official Nº of hours: **425 h.**

Website: **www.techtitute.com/psychology/postgraduate-diploma/postgraduate-diploma-motor-disorders-ocular-hearing-problems-psychologists**

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01
Introduction

Motor Disorders, Ocular and Hearing Problems are one of the areas of Therapeutic Pedagogy where the psychologist finds a wide path of growth. Meeting the specific specialization needs of these students, being able to address the different situations of intellectual, social and emotional development that may accompany them, cannot be carried out with quality without the most extensive, up to date and specialized training. This TECH program offers the specific training in the Motor, Ocular and Hearing Disorders environment that the student needs to be able to offer each student the adaptations and supports that their learning and overall development require. A high quality process at your fingertips, with the highest quality in the online teaching market.

"
Incorporate into your specialization the work skills of a specialist in motor disorders, ocular and hearing problems, learning to perform a complete intervention with these students"

The professors of the Postgraduate Certificate are knowledgeable not only in theory, but also have experience in providing answers tailored to the demands of individual students and in the processes of inclusion in the real world. To this end, didactic instruments and technological innovations are used to facilitate student learning.

It is a unique program that combines the management of common diagnostic classifications within multiprofessional teams and their implication in daily practice. This combination allows students to address the real demands of the labor field in which they work.

This **Postgraduate Diploma in Motor Disorders, Ocular and Hearing Problems for Psychologists** contains the most complete and up to date scientific program on the market. The most important features of the course are:

* The development of case studies presented by experts in Motor Disorders, Ocular and Hearing Impairment

* 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 Motor Disorders, Ocular and Hearing Impairment

* Practical exercises where self assessment can be used to improve learning

* Its emphasis on innovative methodologies in Motor Disorders, Ocular and Hearing Impairments

* 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

Specialize in an intensive and complete way, through the Postgraduate Certificate program in Motor Disorders, Ocular and Hearing Problems for Psychologists"

" *Learn how to motivate, understand and guide your students with Functional Diversity in a complete Postgraduate Certificate course created to propel you to another professional level"*

Increase your decision making confidence by updating your knowledge with this University Expert course.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.

The teaching staff includes professionals from the field of motor diseases and ocular and hearing problems, who bring their experience to this specialization program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train for real life situations.

This program is designed around Problem Based Learning, where the medical professional must try to solve the different professional practice situations that arise during the course. For this purpose, the specialist will be assisted by an innovative interactive video system developed by recognized and experienced experts in the field of vertical growth problems.

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 Postgraduate Diploma that will efficiently boost their professional progression. A journey of personal growth that will take you 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 specialization 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

- Establish measures in the classroom and school and environment of students with special educational needs to enable their full inclusion in today's society

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 the student with motor needs
- Collaborate in the design of adapted spaces for the use of the entire educational community
- Coordinate teaching teams for the proper use of prostheses and other technical aids
- Define and know what the eye is, what its function or functions are and what its possible diseases may be
- Recognize the most relevant eye diseases for subsequent evaluation and intervention
- Identify the neurological basis of development and learning in the developmental pyramid
- Know the incidences in the student's developmental stages for intervention
- Understand multi-professional coordination with students, along with the documentation and organization required according to their needs.
- Know the intervention at social and individual level according to the stages of the student's development
- Adapt tools and materials with regards to students' needs
- Recognize the different evaluations that can be established depending on the student's type of illness

- Define and know what the ear is, what its function or functions are and what its possible diseases may be
- Classify and recognize the most relevant ear diseases for subsequent evaluation and intervention
- Identify the neurological basis of development and learning in the developmental pyramid
- Know the incidences in the student's developmental stages for intervention
- Understand multi-professional coordination with students, along with the documentation and organization required according to their needs
- Learna about intervention at social and individual level according to the stages of the student's development
- Adapt tools and materials with regards to students' needs
- Recognize the different evaluations that can be established depending on the student's type of illness

Give a new impetus to your profession and open the doors to your development in the specific intervention in these conditions, with the skills of a specialist"

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. Fernández, María Luisa Mariana

- 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

Ms. Ruiz Rodríguez, Rocío

- Degree in Primary Education
- Specialized in Therapeutic Pedagogy

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

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.

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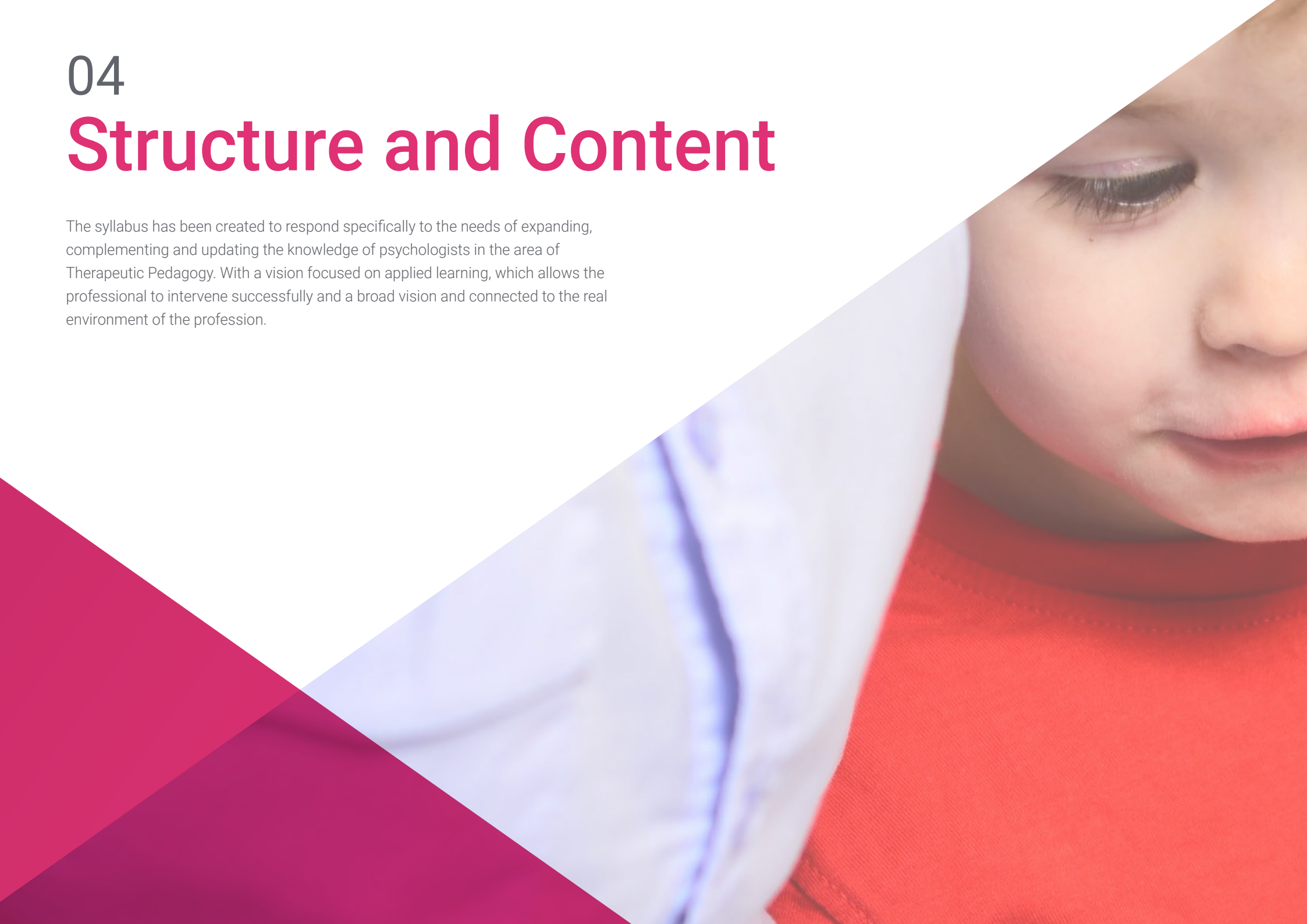
A comprehensive teaching program, created to offer psychologists quick and efficient education that is compatible with your personal and professional life"

Module 1. Neurodevelopment Disorders Motor disorders/Diseases of the Musculoskeletal System/Diseases of the Nervous System

1.1. Concept and Definition of Motor Disorders/Diseases of the Musculoskeletal System and Connective System
  1.1.1. Definition of the Locomotor Apparatus
  1.1.2. Functions of the Locomotor Apparatus
  1.1.3. Importance of the Locomotor Apparatus
  1.1.4. Development of the Locomotor Apparatus
  1.1.5. Disorders of the Locomotor Apparatus
  1.1.6. Definition of Musculoskeletal Apparatus
  1.1.7. Functions of the Musculoskeletal Apparatus
  1.1.8. Importance of the Musculoskeletal Apparatus
  1.1.9. Development of the Musculoskeletal Apparatus
  1.1.10. Disorders of the Musculoskeletal Apparatus
  1.1.11. Definition of the Connective System
  1.1.12. Connective System Functions
  1.1.13. Importance of the Connective System
  1.1.14. Development of the Connective System
  1.1.15. Connective System Disorders
1.2. Classification of Motor Disorders/Diseases of the Musculoskeletal System and Connective System
  1.2.1. Relationship between DSM-5 and ICD-10 Classifications between Motor Disorders and Diseases of the Skeletal System and Connective System
  1.2.2. DSM-5 Classification
  1.2.3. Disorders Not Included in DSM-5
  1.2.4. CIE-10 Classification
  1.2.5. Disorders Not Included in CIE-10
  1.2.6. Necessity to Use Both Classifications
  1.2.7. Disorders in Common between DSM-5 and ICD-10
  1.2.8. Differences between DSM-5 and ICD-10 classifications
  1.2.9. Contributions of the Differences between DSM-5 and ICD-10 Classifications to the Work of the Teacher Specialized in Therapeutic Pedagogy.
  1.2.10. Contributions of the Commonalities between DSM-5 and ICD-10 Classifications to the Work of the Teacher Specialized in Therapeutic Pedagogy.

1.3. Incidences in the Stages of Development
  1.3.1. Definition and Concept of the Stages of Motor Development
  1.3.2. Definition and Concept of Evolutionary Development Stages of the Musculoskeletal System and Connective System
  1.3.3. Need to Unify the Stages
  1.3.4. Milestones in Development
  1.3.5. Incidences on the Embryo and Fetus: Consequences
  1.3.6. Incidence in the First Year of Life: Consequences
  1.3.7. Incidences in the Proximate-distal Law: Consequences
  1.3.8. Incidences in the Headaches-Caudal Law: Consequences
  1.3.9. Incidences on the March: Consequences
  1.3.10. Other Incidences
1.4. Multiprofessional Coordination
  1.4.1. Definition of Multiprofessional Coordination
  1.4.2. Multiprofessional Coordination
  1.4.3. The Family as the Axis of Multiprofessional Coordination
  1.4.5. Diagnosis of the Disorder
  1.4.6. Professionals in the Educational Center: Coordination
  1.4.7. Intervention of the Physiotherapist in and out of the School Center
  1.4.8. Intervention of the Orthotist in and out of the School Center
  1.4.9. Professionals External Educational Center: Coordination
  1.4.10. Coordination between Professionals Inside and Outside of the School Center
  1.4.11. The Teacher Specialized in Therapeutic Pedagogy as a Liaison between Professionals
1.5. Documentation and Organization According to the Student's Needs
  1.5.1. Documentation for Diagnosis of the Disorder
  1.5.2. Reviews and Monitoring of the Disorder
  1.5.3. Documentation of the Physiotherapist
  1.5.4. Check-ups and Monitoring of the Monitoring by the Physiotherapist
  1.5.5. Orthotist's Documentation
  1.5.6. Check ups and Monitoring of the Disorder by the Orthotist
  1.5.7. Documentation in Schools
  1.5.8. Psychopedagogical Evaluation which Determines the Students' Needs in Class
  1.5.9. Elaboration of the Individual Curricular Adaptation Document
  1.5.10. Monitoring of the Individual Curricular Adaptation Document

1.9. Social-Community Intervention at Schools
  1.9.1. Concept of Social-Community Intervention
  1.9.2. Justification for Social-Community Intervention for Students with Special Needs
  1.9.3. Coordinated Intervention in Schools Among All Teaching Staff
  1.9.4. Coordinated Intervention from Non-teaching Staff
  1.9.5. Coordinated Intervention with Families in the Classroom
  1.9.6. Intervention with External Resources: Extracurricular Outings
  1.9.7. Intervention with External Resources for Culture: Zoo or Museums, etc.
  1.9.8. Coordinated Intervention with Other Resources in the Vicinity: Library or Municipal Sports Center, etc.
  1.9.9. Request for Social-Community Resources: Grants and Other Forms of Aid
  1.9.10. Other Social-Community Resources
1.10. Assessment and Prognosis
  1.10.1. The First Diagnosis: Response from Families
  1.10.2. Helping Families to Accept the Diagnosis
  1.10.3. Information and Interviews with Families
  1.10.4. Information and Interviews with Students with Special Needs
  1.10.5. Intervention at the School during Assessment: Role of the Teacher Specialized in Therapeutic Pedagogy
  1.10.6. Multiprofessional Intervention in the Assessment
  1.10.7. Measures to Make the Best Diagnosis
  1.10.8. Establishing the Schedule in Multiprofessional Intervention
  1.10.9. Review and Monitoring of Intervention: Assessment
  1.10.10. Proposals for Improvement in Multiprofessional Intervention

Module 2. Eye Diseases

2.1. Concept and Definition of the Eye and its Diseases
  2.1.1. Introduction to the Nervous System
  2.1.2. Definition of the Eye and Function
  2.1.3. Parts of the Eye
  2.1.4. Description of the Visual Process
  2.1.5. Formation of the Image
  2.1.6. Normal Vision and Binocular Vision
  2.1.7. Visual Perception
  2.1.8. Importance of the Visual System
  2.1.9. Definition of Eye Disorders
  2.1.10. Neuro-ophthalmology

2.2. Classification of Eye Disorders
  2.2.1. Congenital Diseases.
  2.2.2. Syndromes with Ocular Conditions
  2.2.3. Color Blindness
  2.2.4. Infectious Agents
  2.2.5. Diseases Related to Refractive Defects
  2.2.6. Diseases of the Neuroanatomy of the Eye (Cornea, Retina and Optic Nerve)
  2.2.7. Amblyopia
  2.2.8. Strabismus
  2.2.9. Visual Impairment
  2.2.10. Ocular Trauma
2.3. Neurological Basis of Development and Learning
  2.3.1. Pyramids of Human Development
  2.3.2. Phases of Development
  2.3.3. Levels of Development
  2.3.4. Location of the Sensory Level in the Developmental Pyramid and its Significance
  2.3.5. General Scheme of Neurodevelopment
  2.3.6. Sensorial and Perceptive Neurodevelopment in Childhood
  2.3.7. Development of Early Sensations
  2.3.8. Development of Color Perception
  2.3.9. Development of Perceptual Organization
  2.3.10. Motion perception
2.4. Incidences in the Stages of Development
  2.4.1. Risk Factors with Stages of Development
  2.4.2. Development of the Visual System at Birth
  2.4.3. Development of Sensory Systems during Infancy
  2.4.4. Consequences for Visual Attention
  2.4.5. Consequences for Visual Memory
  2.4.6. Consequences for Reading Skills
  2.4.7. Influence of Vision on the Visuomotor System and its Development
  2.4.8. Incidences in the Development of Reading Skills
  2.4.9. Incidences in the Development of Writing during the Learning Process
  2.4.10. Other Incidences

Module 3. Ear Diseases

3.1.   Concept and Definition of the Ear and its Diseases
    3.1.1.   Introduction to the Nervous System
    3.1.2.   Definition of the Ear and Function
    3.1.3.   Parts of the Ear
    3.1.4.   General Neuroanatomical Basis of the Ear
    3.1.5.   Development of the Auditory System
    3.1.6.   The Balance System
    3.1.7.   Description of the Auditory Process
    3.1.8.   Auditory Perception
    3.1.9.   Importance of the Auditory System
    3.1.10.   Definition of Ear Diseases

3.2.   Classification of Ear Diseases
    3.2.1.   Congenital Diseases.
    3.2.2.   Infectious Agents
    3.2.3.   Diseases of the Outer Ear
    3.2.4.   Diseases of the Middle Ear
    3.2.5.   Diseases of the Inner Ear
    3.2.6.   Classification of Hypoacusis
    3.2.7.   Psychobiological Aspects of Hypoacusis
    3.2.8.   Ear Trauma

3.3.   Neurological Basis of Development and Learning
    3.3.1.   Pyramids of Human Development
    3.3.2.   Phases of Development
    3.3.3.   Levels of Development
    3.3.4.   Location of the Sensory Level in the Developmental Pyramid and its Significance
    3.3.5.   General Scheme of Neurodevelopment
    3.3.6.   Sensorial and Perceptive Neurodevelopment in Childhood
    3.3.7.   Development of the Hearing Process regarding Language
    3.3.8.   Social Development

3.4.   Incidences in the Stages of Development
    3.4.1.   Risk Factors with Stages of Development
    3.4.2.   Development of the Hearing System at Birth
    3.4.3.   Development of Sensory Systems during Infancy
    3.4.4.   Influence of Hearing on the Development of Balance in the Early Stages of Learning
    3.4.5.   Communication Difficulties
    3.4.6.   Motor Coordination Difficulties
    3.4.7.   Influence on Attention Span
    3.4.8.   Functional Consequences
    3.4.9.   Consequences for Reading Skills
    3.4.10.   Emotional Incidences

3.5.   Multiprofessional Coordination
    3.5.1.   Specialized Teacher in Therapeutic Pedagogy
    3.5.2.   Specialized Degree in Hearing and Speech
    3.5.3.   Special Education Supervisors during Schooling
    3.5.4.   Educators
    3.5.5.   Curricular Support Teachers
    3.5.6.   Sign Language Professional
    3.5.7.   Mediators for Deafness and Blindness
    3.5.8.   Social Educators
    3.5.9.   Educational Guidance Teams
    3.5.10.   Specialized Educational Guidance Teams
    3.5.11.   Guidance Departments
    3.5.12.   Professional Doctors Who Detect Eye Diseases

3.6.   Documentation and Organization According to the Student's Needs
    3.6.1.   Psychopedagogical Evaluation
    3.6.2.   Neuropsychopedagogical Report
    3.6.3.   Medical Reports
    3.6.4.   Audiometry
    3.6.5.   Acoumetry
    3.6.6.   Tympanometry
    3.6.7.   Supraliminal Tests
    3.6.8.   Stapedial reflex
    3.6.9.   Documentation in Schools
    3.6.10.   School Organization
    3.6.11.   Classroom Organization
    3.6.12.   Social and Family Organization

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.
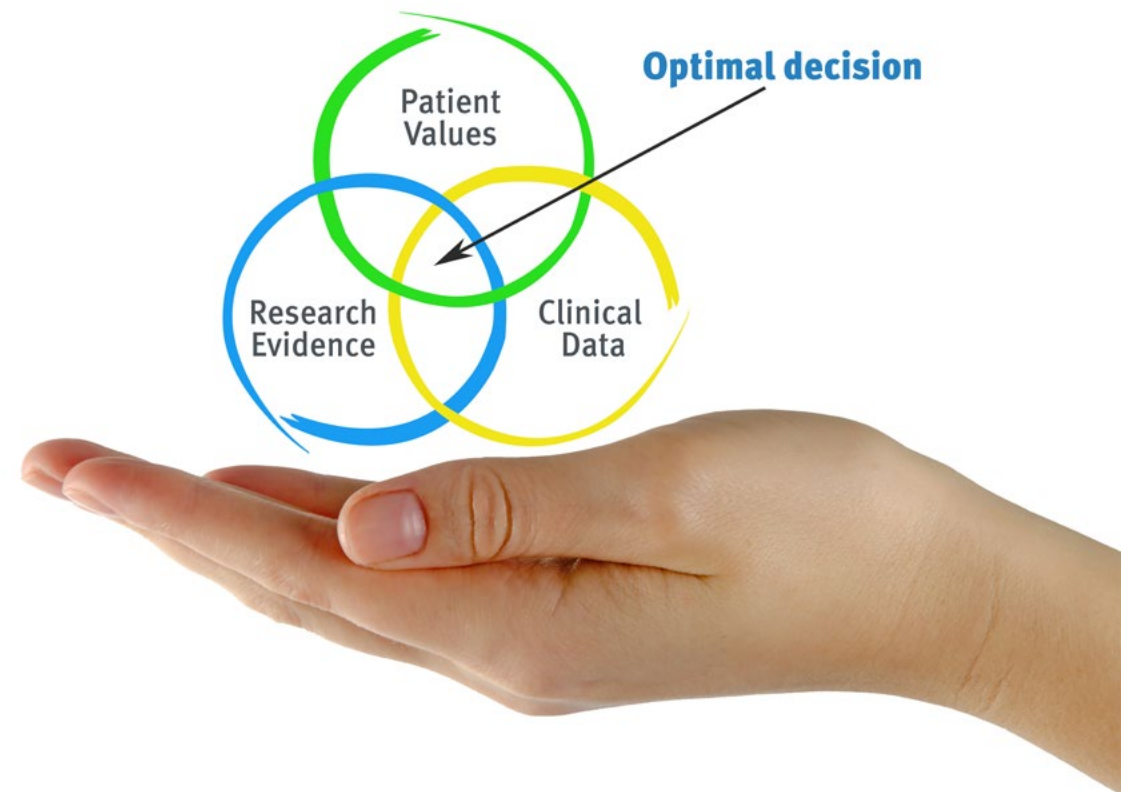
According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that 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.

01
learning from evidence

02
relearning from evidence

03
testing

04
learning from an expert

05
neurocognitive context dependent learning

06
Von-Restorff effect

07
case based learning through storytelling

08
competencies testing (retesting)

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.

20%

15%

15%

3%

20%

17%

7%

3%

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.

Certificate

The Postgraduate Diploma in Motor Disorders, Ocular and Hearing Problems for Psychologists guarantees students, in addition to the most rigorous and up to date education, access to a Postgraduate Diploma issued by TECH Technological University.

Successfully complete this training program and receive your university certificate without travel or laborious paperwork"

This **Postgraduate Diploma in Motor Disorders, Ocular and Hearing Problems for Psychologists** contains the most complete and up to date scientific program on the market.

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

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

Title: **Postgraduate Diploma in Motor Disorders, Ocular and Hearing Problems for Psychologists**

Official Nº of hours: **425 h.**

tech technological university

Awards the following
CERTIFICATE
to
Mr./Ms. _____, with identification number _____.
For having passed and accredited the following program

POSTGRADUATE DIPLOMA
in
Motor Disorders, Ocular and Hearing
Problems for Psychologists

This is a qualification awarded by this University, equivalent to 425 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
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 certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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