

# Postgraduate Diploma Neuropsychological Intervention





## Postgraduate Diploma Neuropsychological Intervention

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/pk/psychology/postgraduate-diploma/postgraduate-diploma-neuropsychological-intervention](http://www.techtute.com/pk/psychology/postgraduate-diploma/postgraduate-diploma-neuropsychological-intervention)

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# 01

# Introduction

The development of learning capabilities, in all its aspects, in relation to the physiology of the brain, is one of the branches of knowledge that has undergone the greatest evolution in recent times. These, applied to the performance in the field of education, have determined a new way of work and intervention. With this course we offer you a total immersion in this area of current affairs.





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*Developmental neuropsychology is presented for the professional, as the door to a new model of intervention and work in the classroom: join with the greatest competitiveness to this way of working"*

The work in neuropsychology is complex. It covers a broad spectrum of intervention that requires the professional to have very specific training in the various branches of brain development. This discipline, deeply linked to neurology and the physiological study of the brain, is affected by the changes that the evolution of knowledge in this scientific branch achieves. For professionals, this means an intense challenge of continuous updating that allows them to be at the forefront in terms of approach, intervention and monitoring of the cases that may arise in their practice

Throughout this specialization, the student will go through all the current approaches in the work of the neuropsychologist in the different challenges that his/her profession presents. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level

This challenge is one of TECH's social commitments: to help highly qualified professionals to specialize and develop their personal, social and work skills during the course of their training

Not only does it lead through the theoretical knowledge offered, but it also shows another way of studying and learning, more organic, simple and efficient. We will work to keep you motivated and to develop in you a passion for learning. We will encourage you to think and develop critical thinking



*A program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way"*

This **Postgraduate Diploma in Neuropsychological Intervention** contains the most complete and up-to-date program the market. The most important features include:

- ◆ The latest technology in online teaching software
- ◆ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ◆ Practical cases presented by practising experts
- ◆ State-of-the-art interactive video systems
- ◆ Teaching supported by telepractice
- ◆ Continuous updating and recycling systems
- ◆ Autonomous learning: full compatibility with other occupations
- ◆ Practical exercises for self-evaluation and learning verification
- ◆ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ◆ Communication with the teacher and individual reflection work
- ◆ Content that is accessible from any fixed or portable device with an Internet connection
- ◆ Complementary documentation banks permanently available, even after the course



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*Dyslexia, dyscalculia, TDH, etc., knows all aspects of therapeutic intervention in the educational context"*

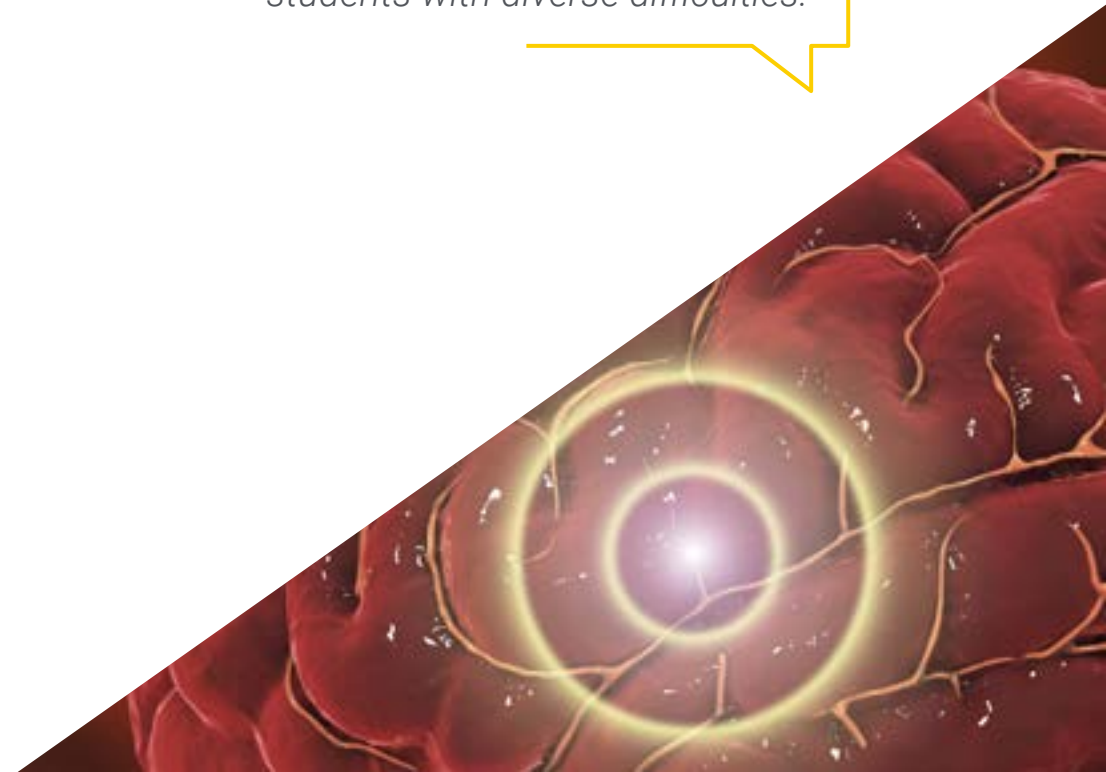
Our teaching staff is made up of working professionals. In this way we ensure that we deliver the educational update we are aiming for. A multidisciplinary team of qualified and experienced physicians in different settings, who will develop the theoretical knowledge in an efficient manner, but, above all, will bring to the course the practical knowledge derived from their own experience: one of the differential qualities of this Postgraduate Diploma

This mastery of the subject matter is complemented by the effectiveness of the methodological design of this Postgraduate Diploma. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of easy-to-use and versatile multimedia tools that will give you the necessary skills you need for your specialization

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, we will use telepractice: with the help of an innovative interactive video system, and Learning from an Expert you will be able to acquire the knowledge as if you were facing the scenario you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way

*The development of the most advanced intervention programs in a high-intensity specialization.*

*An intensive approach to the different ways of promoting the learning of students with diverse difficulties.*



# 02

# Objectives

Our objective is to train highly qualified professionals for the working An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that, in just six months, you will be able to achieve with a highly intensive and precise course.





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*If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further: Welcome to TECH”*



## General Objectives

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- ◆ Qualify professionals for the practice of neuropsychology in education in the development of children and young people
- ◆ Learn how to carry out specific programs to improve school performance
- ◆ Access the forms and processes of research in neuropsychology in the school environment
- ◆ Increase the capacity for work and autonomous resolution of learning processes
- ◆ Study the attention to diversity from the neuropsychological approach.
- ◆ Learn about the different ways to implement enrichment systems for learning methodologies in the classroom, especially aimed at diverse students
- ◆ Analyze and integrate the knowledge necessary to foster student's school and social development



*Take the opportunity to learn about the latest advances in this area in order to apply it to your daily practice"*





## Specific Objectives

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### Module 1. Developmental Neuropsychology

- ◆ Study the neurobiological basis of development
- ◆ Explore the bases of differential cognitive functioning
- ◆ Develop educational applications of metacognitive regulation and neurobiological markers
- ◆ Learn to make a clinical diagnosis based on the knowledge learnt

### Module 2. Dyslexia, Dyscalculia and Hyperactivity

- ◆ Acquire all the knowledge related to dyslexia, dyscalculia and ADHD
- ◆ Learn how to detect and recognize the needs of children in the classroom
- ◆ Learn how to design and implement intervention programs aimed at improving difficulties
- ◆ Understand the complications in academic development caused by dyslexia, dyscalculia and ADHD
- ◆ Gain knowledge of the latest advances in the assessment, diagnosis and treatment of learning disabilities and ADHD

### Module 3. Neurolinguistic Processes, Difficulties and Intervention Programs

- ◆ Acquire knowledge related to the neuropsychological and neurobiological processes of language
- ◆ Gain knowledge of how language evolves with age
- ◆ Differentiate all brain areas and nuclei involved in language acquisition, comprehension and processing
- ◆ Distinguish all language disorders and difficulties, their assessment, diagnosis and treatment
- ◆ Learn how to improve and prevent language-related problems



03

# Course Management

For our Postgraduate Diploma to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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*Our teachers are professionals with vast experience who bring their expertise and teaching skills to offer you a stimulating and creative program”*



## Management



### **Ms. Sánchez Padrón, Nuria Ester**

- ♦ Degree in Psychology from the University of La Laguna
- ♦ Master's Degree in General Health Psychology from the University of La Rioja
- ♦ Training in Emergency Psychological Care
- ♦ Training in Psychological Care in Penitentiary Institutions
- ♦ Teaching and training experience
- ♦ Experience in educational attention to children at risk



# 04

## Structure and Content

The contents of this specialization have been developed by the different teachers on this program with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field

The content of this Postgraduate Diploma will allow you to learn all aspects of the different disciplines involved in this field: a very complete and well-structured program that will lead you to the highest standards of quality and success





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*Our program will take you, steadily and smoothly, through a complete and effective development, in which practice will be the engine of all learning”*

## Module 1. Developmental Neuropsychology

- 1.1. Neurobiological Basis of Development
  - 1.1.1. Introduction
  - 1.1.2. Developmental Neurobiology
- 1.2. Differential Cognitive Functioning
  - 1.2.1. Definition
  - 1.2.2. Description
- 1.3. Metacognitive Regulation
  - 1.3.1. Definition
  - 1.3.2. Development and Intervention
- 1.4. Endophenotypes or Neurobiological Markers
  - 1.4.1. Definition
  - 1.4.2. Characteristics and Epistemology
- 1.5. Contributions to Clinical Diagnosis
  - 1.5.1. Applicable Developments
- 1.6. Neuroeducation Applications
  - 1.6.1. Plasticity and Brain Development
    - 1.6.1.1. Critical Periods
    - 1.6.1.2. Sensitive Periods
  - 1.6.2. Cerebral Learning Models
  - 1.6.3. Cognitive Processing and Learning
    - 1.6.3.1. Perception
    - 1.6.3.2. Attention
    - 1.6.3.3. Operative Memory
    - 1.6.3.4. Reasoning
    - 1.6.3.5. Language and Brain
    - 1.6.3.6. Bilingualism and Brain Development
    - 1.6.3.7. Neurolinguistic Programming NLP
    - 1.6.3.8. Literacy
  - 1.6.4. Maturation of the Prefrontal Cortex
  - 1.6.5. Psychomotor Skills
  - 1.6.6. Emotions and Learning

## Module 2. Dyslexia, Dyscalculia and Hyperactivity

- 2.1. History of Learning Difficulties
  - 2.1.1. Introduction
  - 2.1.2. Definition of Learning Difficulties
  - 2.1.3. Historical Development
  - 2.1.4. Current Learning Difficulties
  - 2.1.5. Neuropsychology of Learning Difficulties
  - 2.1.6. Causes of Learning Difficulties
  - 2.1.7. Classification of Learning Difficulties
  - 2.1.8. Summary
  - 2.1.9. Bibliographical References
- 2.2. Conceptualization of Dyslexia
  - 2.2.1. Introduction
  - 2.2.2. Definition
  - 2.2.3. Neuropsychological Bases
  - 2.2.4. Features
  - 2.2.5. Subtypes
  - 2.2.6. Summary
  - 2.2.7. Bibliographical References
- 2.3. Neuropsychological Assessment of Dyslexia
  - 2.3.1. Introduction
  - 2.3.2. Diagnostic Criteria for Dyslexia
  - 2.3.3. How to Assess?
  - 2.3.4. Interview with the Tutor
  - 2.3.5. Reading and Writing
  - 2.3.6. Neuropsychological Assessment
  - 2.3.7. Assessment of Other Related Aspects
  - 2.3.8. Summary
  - 2.3.9. Bibliographical References





- 2.4. Neuropsychological Intervention of Dyslexia
  - 2.4.1. Introduction
  - 2.4.2. Variables Involved
  - 2.4.2. Neuropsychological Field
  - 2.4.3. Intervention Programs
  - 2.4.4. Summary
  - 2.4.5. Bibliographical References
- 2.5. Conceptualization of Dyscalculia
  - 2.5.1. Introduction
  - 2.5.2. Definition of Dyscalculia
  - 2.5.3. Features
  - 2.5.4. Neurophysiological Basis
  - 2.5.5. Summary
  - 2.5.6. Bibliographical References
- 2.6. Neuropsychological Assessment of Dyscalculia
  - 2.6.1. Introduction
  - 2.6.2. Assessment Objectives
  - 2.6.3. How to Assess?
  - 2.6.4. Report
  - 2.6.5. Diagnosis
  - 2.6.6. Summary
  - 2.6.7. Bibliographical References
- 2.7. Neuropsychological Interventions of Dyscalculia
  - 2.7.1. Introduction
  - 2.7.2. Variables Involved in the Treatment
  - 2.7.3. Neuropsychological Rehabilitation
  - 2.7.4. Intervention in Dyscalculia
  - 2.7.5. Summary
  - 2.7.6. Bibliographical References

- 2.8. Conceptualization of ADHD
  - 2.8.1. Introduction
  - 2.8.2. Definition of ADHD
  - 2.8.3. Neuropsychological Bases
  - 2.8.4. Characteristics of Children with ADHD
  - 2.8.5. Subtypes
  - 2.8.6. Summary
  - 2.8.7. Bibliographical References
- 2.9. Neuropsychological Assessment of ADHD
  - 2.9.1. Introduction
  - 2.9.2. Assessment Objectives
  - 2.9.3. How to Assess?
  - 2.9.4. Report
  - 2.9.5. Diagnosis
  - 2.9.6. Summary
  - 2.9.7. Bibliographical References
- 2.10. Neuropsychological Interventions of ADHD
  - 2.10.1. Introduction
  - 2.10.2. Neuropsychological Field
  - 2.10.3. Treatment of ADHD
  - 2.10.4. Other Therapies
  - 2.10.5. Intervention Programs
  - 2.10.6. Summary
  - 2.10.7. Bibliographical References
- 2.11. Comorbidity in Neurodevelopmental Disorders
  - 2.11.1. Introduction
  - 2.11.2. Neurodevelopment Disorders
  - 2.11.3. Dyslexia and Dyscalculia
  - 2.11.4. Dyslexia and ADHD
  - 2.11.5. Dyscalculia and ADHD
  - 2.11.6. Summary
  - 2.11.7. Bibliographical References

- 2.12. Neurotechnology
  - 2.12.1. Introduction
  - 2.12.2. Applied to Dyslexia
  - 2.12.3. Applied to Dyscalculia
  - 2.12.4. Applied to ADHD
  - 2.12.5. Summary
  - 2.12.6. Bibliographical References
- 2.13. Guidance for Parents and Teachers
  - 2.13.1. Introduction
  - 2.13.2. Guidance on Dyslexia
  - 2.13.3. Guidance on Dyscalculia
  - 2.13.4. Guidance on ADHD
  - 2.13.5. Summary
  - 2.13.6. Bibliographical References

### Module 3. Neurolinguistic Processes, Difficulties and Intervention Programs

- 3.1. Neurobiological Basis Involved in Language
  - 3.1.1. Introduction
  - 3.1.2. Language Definitions
  - 3.1.3. Historical Background
  - 3.1.4. Summary
  - 3.1.5. Bibliographical References
- 3.2. Language Development
  - 3.2.1. Introduction
  - 3.2.2. Appearance of Language
  - 3.2.3. Acquisition of Language
  - 3.2.4. Summary
  - 3.2.5. Bibliographical References

- 3.3. Neuropsychological Approaches to Language
  - 3.3.1. Introduction
  - 3.3.2. Brain Processes of Language
  - 3.3.3. Brain Areas Involved
  - 3.3.4. Neurolinguistic processes
  - 3.3.5. Brain Centers Involved in Comprehension
  - 3.3.6. Summary
  - 3.3.7. Bibliographical References
- 3.4. Neuropsychology of Language Comprehension
  - 3.4.1. Introduction
  - 3.4.2. Brain Areas Involved in Comprehension
  - 3.4.3. Sounds
  - 3.4.4. Syntactic Structures for Linguistic Comprehension
  - 3.4.5. Semantic Processes and Meaningful Learning
  - 3.4.6. Reading Comprehension
  - 3.4.7. Summary
  - 3.4.8. Bibliographical References
- 3.5. Communication Through Language
  - 3.5.1. Introduction
  - 3.5.2. Language as a Tool for Communication
  - 3.5.3. Evolution of Language
  - 3.5.4. Social Communication
  - 3.5.5. Summary
  - 3.5.6. Bibliographical References
- 3.6. Language Disorders
  - 3.6.1. Introduction
  - 3.6.2. Speech and Language Disorders
  - 3.6.3. Professionals Involved in the Treatment
  - 3.6.4. Classroom Implications
  - 3.6.5. Summary
  - 3.6.6. Bibliographical References
- 3.7. Aphasia
  - 3.7.1. Introduction
  - 3.7.2. Types of Aphasia
  - 3.7.3. Diagnosis
  - 3.7.4. Assessment
  - 3.7.5. Summary
  - 3.7.6. Bibliographical References
- 3.8. Language Stimulation
  - 3.8.1. Introduction
  - 3.8.2. Importance of Language Stimulation
  - 3.8.3. Phonetic-Phonological Stimulation
  - 3.8.4. Lexical-Semantic Stimulation
  - 3.8.5. Morphosyntactic Stimulation
  - 3.8.6. Pragmatic Stimulation
  - 3.8.7. Summary
  - 3.8.8. Bibliographical References
- 3.9. Reading and Writing Disorders
  - 3.9.1. Introduction
  - 3.9.2. Delayed Reading
  - 3.9.3. Dyslexia
  - 3.9.4. Dysorthography
  - 3.9.5. Dysgraphia
  - 3.9.6. Dyslalia
  - 3.9.7. Treatment of Reading and Writing Disorders
  - 3.9.8. Summary
  - 3.9.9. Bibliographical References
- 3.10. Evaluation and Diagnosis of Language Difficulties
  - 3.10.1. Introduction
  - 3.10.2. Language Evaluation
  - 3.10.3. Language Assessment Procedures
  - 3.10.4. Psychological Tests for Assessing Language
  - 3.10.5. Summary
  - 3.10.6. Bibliographical References

- 3.11. Intervention in Language Disorders
  - 3.11.1. Introduction
  - 3.11.2. Implementation of Improvement Programs
  - 3.11.3. Improvement Programs
  - 3.11.4. Improvement Programs Using New Technologies
  - 3.11.5. Summary
  - 3.11.6. Bibliographical References
- 3.12. Incidence of Language Difficulties on Academic Performance
  - 3.12.1. Introduction
  - 3.12.2. Linguistic Processes
  - 3.12.3. Incidence of Language Disorders
  - 3.12.4. Relationship Between Hearing and Language
  - 3.12.5. Summary
  - 3.12.6. Bibliographical References
- 3.13. Guidance for Parents and Teachers
  - 3.13.1. Introduction
  - 3.13.2. Language Stimulation
  - 3.13.3. Reading Stimulation
  - 3.13.4. Summary
  - 3.13.5. Bibliographical References





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*A complete program that will take you through the knowledge you need to compete among the best”*



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

This Postgraduate Diploma in Neuropsychological Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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”*



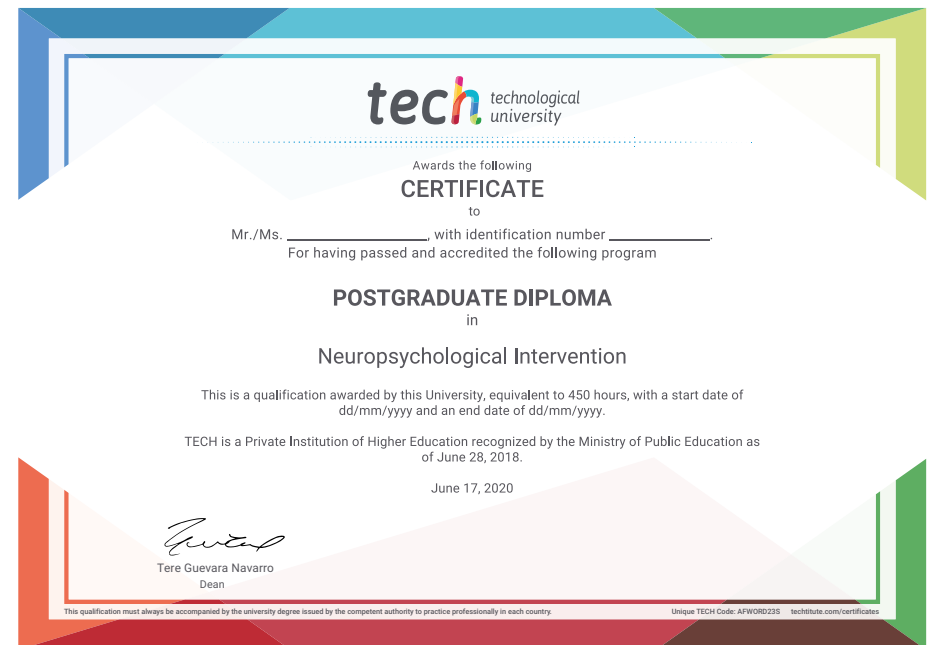
This **Postgraduate Diploma in Neuropsychological Intervention** contains the most complete and up-to-date program the market.

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 demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Neuropsychological Intervention**

Official N° of Hours: **450 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.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
online training  
development language  
classroom



## Postgraduate Diploma Neuropsychological Intervention

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