Professional Master's Degree
Psychological Intervention in Learning Difficulties

tech technological university

Professional Master's Degree
Psychological Intervention
in Learning Difficulties

Course Modality: **Online**

Duration: **12 months.**

Certificate: **TECH Technological University**

60 ECTS Credits

Teaching Hours: **1,500 hours.**

Website: **www.techtitute.com/us/psychology/professional-master-degree/master-psychological-intervention-learning-difficulties**

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01
Introduction

In this first part of the 21st century, we are witnessing breath-taking changes that are causing a profound cultural and social transformation. Driven by the technological revolution, which makes these changes much faster than in previous crises and revolutions. Our brains are also undergoing changes as they have to process information more quickly. This revolution is leading human beings to question the forms of relationships, values, institutions, economy... and new paradigms are emerging that will establish new ways for new times.

This Professional Master's Degree will provide you with a sense of confidence in the practice of psychology, which will help you grow both personally and professionally"

The school must take greater responsibility when it comes to education in values, to incorporating emotional intelligence in the teacher/student relationship, to coexistence with different people (inclusive school)... in order to offer our children and young people better development in these times of overwhelming change.

In addition to this, neuroscience is providing more and more information and clues as to how the brain works and how it learns best, calling into question the traditional teaching-learning system. Likewise, our brains are continually exposed to the inevitable presence of new technologies: we acquire knowledge and interact "in continuous connection" with others through screens, and this is already having an impact on the way we learn.

The Professional Master's Degree in Intervention in Learning Difficulties that we now offer reflects the effort to gather the knowledge we already had regarding Learning Difficulties, while also incorporating new advances in neuroscience, educational and clinical psychology, and teaching, as well as aspects of new technologies that can help us work with this population. It is therefore a unique Professional Master's Degree, which offers a broad, global vision framed in the 21st century and, at the same time, has a practical, useful approach, with a focus on the real problems that we will encounter.

Students are trained to be competent in an area of professional practice where they will not only master the use of techniques or instruments to evaluate and design individual or group interventions. It will also place you in a new work framework, increasingly characterized by collaboration with other professionals, and by the demand for psychologists to provide guidance and advice in the design of educational environments, which must meet the special educational needs of the students with learning difficulties.

This **Professional Master's Degree in Psychological Intervention in Learning Difficulties** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- More than 75 clinical cases presented by psychology 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 practice.

- Diagnostic-therapeutic developments on assessment, diagnosis, and treatment in intervention in learning difficulties"

- It contains practical exercises where the self-evaluation process can be carried out to improve learning.

- Algorithm-based interactive learning system for decision-making in the presented clinical situations.

- With special emphasis on evidence-based psychology and research methodologies in psychology.

- All this will be complemented by 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.

Update your knowledge through the Professional Master's Degree program in Psychological Intervention in Learning Difficulties"

This Professional Master's Degree may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Psychological Intervention in Learning Difficulties you will obtain a Professional Master's Degree from TECH Technological University"

Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree.

Take the opportunity to learn about the latest advances in Psychological Intervention in Learning Difficulties and improve your patient care.
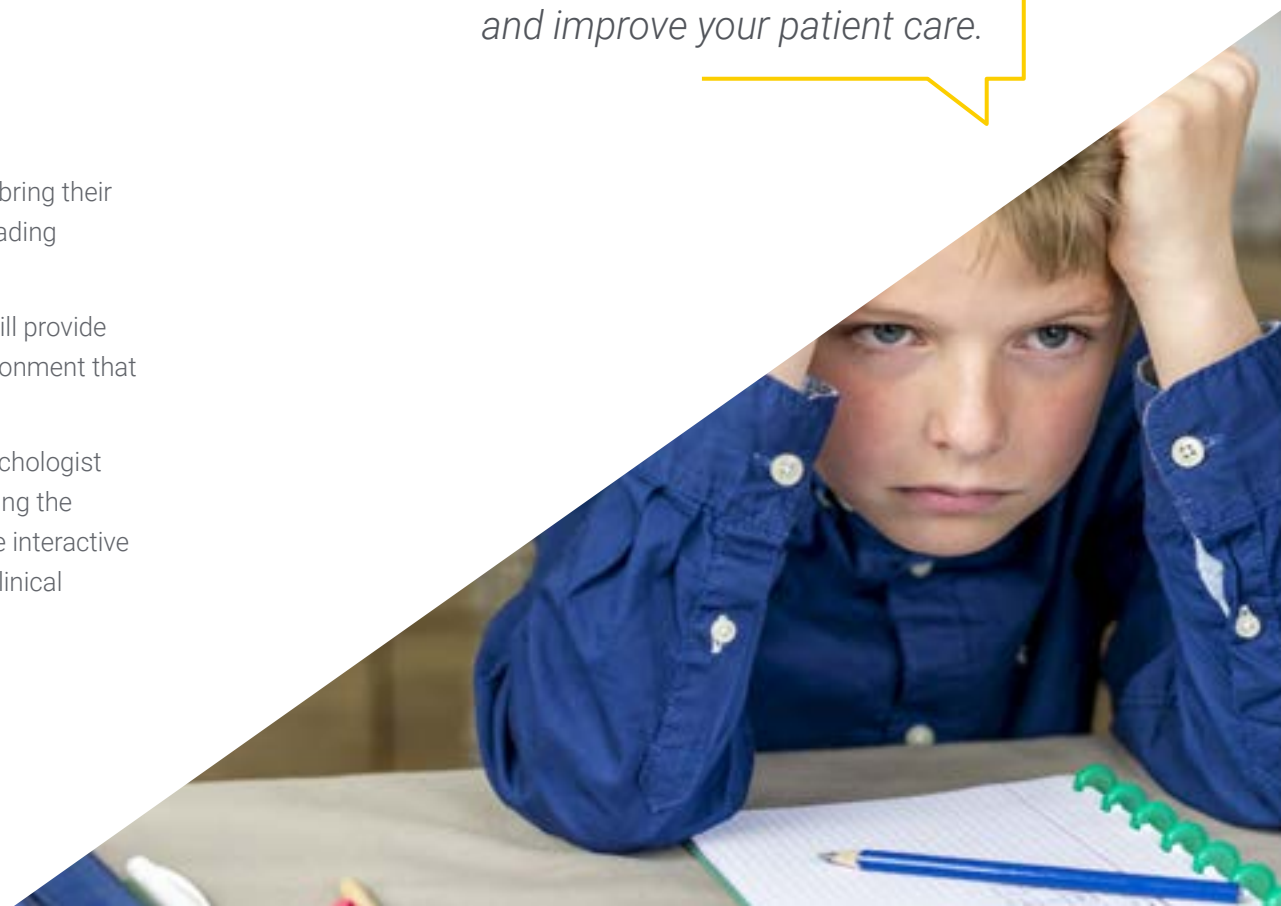
The teaching staff includes professionals from the field of psychology, who bring their experience to this training program, as well as renowned specialists from leading scientific societies.

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 immersive training program to train in real situations.

This program is designed around Problem Based Learning, whereby the psychologist must try to solve the different professional practice situations that arise during the course. For this purpose, the psychologist will be supported by an innovative interactive video system created by renowned and experienced experts in the field of Clinical Ophthalmology with extensive teaching experience.

02
Objectives

The program is oriented to achieve the development of theoretical-practical learning, so that the specialist is able to keep their knowledge up to date in order to practise their profession with complete safety.

This Professional Master's Degree is designed to help you update your knowledge in intervention in learning difficulties, with the use of the latest educational technology, to contribute with quality and safety to decision-making, diagnosis, treatment, and patient support"

General Objectives

- Discover the current scientific principles that help us understand how human beings learn.

- Establish an updated framework to classify Learning Difficulties and design assessments and interventions for this problem.

- List the set of good practices that guide psychologists who work with individuals with Learning Difficulties in their professional practice.

- Analyze the developmental processes involved in the different Learning Difficulties described.

- Offer a foundation of knowledge and procedures that provide the student with the necessary assurance and confidence to deal with real cases.

- Identify the problems associated with Learning Difficulties that hinder intervention in these cases and propose strategies to address them.

- Know the legal and normative framework that must be taken into account in the intervention in cases with Learning Difficulties.

- Provide the student with the means to evaluate the different Learning Difficulties correctly.

- Reflect on situations where cases of Learning Difficulties arise.

- Formulate core attitudes that the professional should have when intervening in cases of Learning Difficulties.

Specific Objectives

- Understand the functioning of the brain and the interrelationship of the main neurological centers involved in learning.

- Describe the cognitive, affective, and relational processes that regulate learning.

- Concisely define the concept of Learning Difficulties.

- Substantiate the aspects or variables to be taken into account in the design of the evaluation and intervention with these difficulties, as well as to list and detail the phases in both processes.

- Guide the student to incorporate practices that have proven to be effective in cases of Learning Difficulties for a satisfactory approach to them.

- Analyze practical cases where differences between good and bad practice can be observed.

- Highlight the evolutionary stages or phases that the child goes through during basic learning.

- Pinpoint the developmental stages or key milestones where the Learning Difficulties appear.

- Understand the interrelationship of factors associated with Learning Difficulties.

- Provide the student with a diverse and detailed theoretical and practical base, which will give them the confidence required to intervene in cases of Learning Difficulties.

- Evaluate possible personal, family, or social risk situations that may be influencing the case in which intervention is being performed.

- Establish procedures and/or strategies to manage situations with the family and/or school that may be conflictive.

- Incorporate the legal and ethical aspects required in a psychologist's professional practice.

- Understand the implications of child and school-related regulations for the psychologist's professional practice.

- Distinguish Learning Difficulties, differentiating them from issues that are specific from other difficulties or disorders that present comorbidity.

- Detail reliable assessment techniques and instruments that the student can use in their daily practice.

- Produce intervention plans for different cases of Learning Difficulties.

- Evaluate intervention plans in order to improve and enrich their practice as professionals.

- Examine the attitudes that foster an appropriate intervention in cases of Learning Difficulties.

- Analyze the professional's actions that must be included in the Intervention Plan for it to be carried out correctly.

03
Skills

After passing the assessments on the **Professional Master's Degree in Psychological Intervention in Learning Difficulties**, the psychologist will have acquired the necessary professional skills for quality, up-to-date practice based on the most recent scientific evidence.

With this program you will be able to master new diagnostic and therapeutic procedures in Psychological Intervention in Learning Difficulties"

At the end of this master the psychologist will be able to:

Basic Skills

* Understand the basic pillars of the human learning process, in order to develop a comprehensive view of these processes and, therefore, be able to skilfully analyze the interrelationships between the individual and the environment that determine and modulate these processes.

* Master the existing concepts in the field of learning difficulties and the design of the evaluation and intervention process, in order to deal with these cases in a responsible and professional manner.

* Manage the definition and existing subtypes of Specific Learning Disorders as well as the assessment tools indicated and design an intervention program tailored to these cases to treat them adequately and correctly.

* Manage the definition and existing subtypes of Specific Learning Disorders as well as the assessment tools indicated and design an intervention program tailored to these cases to treat them adequately and correctly.

* Manage the concept of intelligence and the definition and causes of Learning Disability as well as the assessment tools indicated and design an intervention program tailored to these cases to treat them adequately and correctly.

* Manage the definition of Autism Spectrum Disorders as well as the assessment tools indicated, and design an intervention program tailored to these cases to treat them adequately and correctly.

* Manage the definitions and characteristics of Attention Deficit/Hyperactivity Disorder and Motor Disorder as well as the assessment tools indicated, and design intervention program tailored to these cases to treat them adequately and correctly.

* Manage the definitions and characteristics of other disorders and circumstances that trigger learning difficulties as well as the assessment tools indicated, and design intervention program tailored to these cases to treat them adequately and correctly.

Specific Skills

- Master the Central Nervous System development phases during pregnancy in order to understand the effects that the different genetic, personal, and environmental threats that may occur during this period have on development.

- Understand the changes that occur in the central nervous system from birth to relate these changes to the milestones of child development.

- Discover the areas of the brain involved in learning and their functions in order to identify the learning difficulties that are related to these areas correctly.

- Describe the concept of brain plasticity, or neuroplasticity, in order to apply it when designing interventions for learning disabilities.

- Link the development of the Central Nervous System to the appearance of higher cognitive functions such as executive functions, language, and emotions in order to determine differences between normal development and the appearance of warning signs during the child's neuropsychological development.

- Recognize the characteristics and determinants of attention in different situations, in order to identify the different attentional aspects involved in learning difficulties.

- Test how an inadequate perceptual process impacts a child's learning and how it influences the way they interpret the world.

- Analyze the various existing conceptualizations of memory to recognize how memory works in real situations.

- Evaluate the influence of encoding processes and the depth of information processing to understand how information is stored and remains in our memory system.

- Explain the process of information retrieval according to the concept of transfer of learning in order to recognize whether learning has been successful.

- Interpret the depth of learning based on the development of concepts and related categories as a way of understanding a person's ability to learn.

- Analyze the different personal variables present in a person's learning process to assess their influence on development.

- Understand the family aspects that act as catalytic factors in learning in order to differentiate them from those that are limiting or non-enriching.

- Explore the different variables that promote children's learning at school in order to understand the aspects or procedures that must be present in the school for adequate stimulation and motivation.

- Detect the risk and protective factors present in the community that act as modulators of learning in order to take into account the limitations and/or opportunities in the intervention.

- Analyze the keys to language and communication development in the child's development in order to be able to discriminate normal development in these aspects from a problematic development.

- Understand the fundamental characteristics of Communication Disorders and their impact on the population in order to correctly recognize them.

- Explore the neurobiological basis of Communication Disorders in order to locate the brain areas and neurotransmissions involved in these disorders.

- Explain the different neuropsychological theories that facilitate the understanding of Communication Disorders to support the nature of psychological intervention.

- Classify the different existing alterations within the Communication Disorders in order to carry out a tailored assessment of the difficulty.

- Know the diagnostic criteria for Language Disorder and Phonological Disorder of the DSM-V in order to become familiar with this classification used by many professionals.

- Know the diagnostic criteria for Childhood Onset Fluency Disorder (Stuttering) and Social Communication Disorders (Pragmatic) of the DSM-V in order to become familiar with this classification used by many professionals.

- Differentiate Communication Disorders from other disorders or difficulties to carry out a correct assessment and compare the DSM-V classification with ICD-10 in order to know the aspects that separate these classifications.

- Accurately determine the variables to be assessed in Communication Disorders and choose the appropriate instruments in order to assess these disorders objectively.

- Design an intervention program for a case with Communication Disorder in order to apply the knowledge acquired in the unit and show the skills required for the intervention with this type of cases. Analyze the keys of reading, writing, and mathematics in the child's development to be able to distinguish normal development in these aspects from a problematic development.

- Understand the fundamental characteristics of Specific Learning Disorder and its impact on the population in order to recognize it correctly.

- Explore the neurobiological basis of Specific Learning Disorder in order to locate the brain areas and neurotransmissions involved in this disorder.

- Explain the different neuropsychological theories that facilitate the understanding of Specific Learning Disorder to support the nature of psychological intervention.

- Classify the different types of Specific Learning Disorder in order to conduct an adapted assessment of this difficulty.

- Get to know the diagnostic criteria of the DSM-V Specific Learning Disorder and its subtypes in order to become familiar with this classification used by many professionals.

- Differentiate Specific Learning Disorder from other disorders or difficulties to assess and compare the DSM-V classification with ICD-10 correctly in order to understand

the aspects that differentiate these classifications.

- Precisely determine the variables to be assessed in the Specific Learning Disorder and choose the appropriate instruments in order to assess the disorder objectively.

- Design an intervention program for a case with Specific Learning Disorder in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases.

- Analyze the keys to language and communication development in the child's development in order to be able to discriminate normal development in these aspects from a problematic development.

- Understand the fundamental characteristics of Communication Disorders and their impact on the population in order to correctly recognize them.

- Explore the neurobiological basis of Communication Disorders in order to locate the brain areas and neurotransmissions involved in these disorders.

- Explain the different neuropsychological theories that facilitate the understanding of Communication Disorders to support the nature of psychological intervention.

- Classify the different existing alterations within the Communication Disorders in order to carry out a tailored assessment of the difficulty.

- Know the diagnostic criteria for Language Disorder and Phonological Disorder of the DSM-V in order to become familiar with this classification used by many professionals.

- Know the diagnostic criteria for Childhood Onset Fluency Disorder (Stuttering) and Social Communication Disorders (Pragmatic) of the DSM-V in order to become familiar with this classification used by many professionals.

- Differentiate Communication Disorders from other disorders or difficulties to carry out a correct assessment and compare the DSM-V classification with ICD-10 in order to know the aspects that separate these classifications.

- Accurately determine the variables to be assessed in Communication Disorders and choose the appropriate instruments in order to assess these disorders objectively.

- Design an intervention program for a case with Communication Disorder in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases.

- Analyze the keys to the child's intellectual development in order to be able to discriminate normal development from a problematic development.

- Formulate the different existing theories to explain the concept of intelligence in order to establish a professional criterion to guide the intervention.

- Understand the fundamental characteristics of Intellectual Disability and its impact on the population in order to recognize it correctly.

- Explore the underlying causes of Intellectual Disability in order to make an appropriate choice of assessment and intervention.

- Know the diagnostic criteria for Intellectual Disability of the DSM-V in order to become familiar with this classification used by many professionals.

- Differentiate Intellectual Disability from other disorders or difficulties to assess and compare the DSM-V classification with ICD-10 correctly in order to understand the aspects that differentiate these classifications.

- Precisely determine the variables to be assessed in Intellectual Disability and choose the appropriate instruments in order to assess the disorder objectively.

- Design an intervention program for a case with Intellectual Disability in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases.

- Understand the fundamental characteristics of Autism Spectrum Disorder and its impact on the population in order to recognize it correctly.

- Explore the neurobiological basis of Autism Spectrum Disorders in order to locate the brain areas and neurotransmissions involved in this disorder.

- Explain the different neuropsychological theories that facilitate the understanding of Communication Disorders to support the nature of psychological intervention.

- Analyze the different explanations that have been given to the Autism Spectrum Disorder in order to know the existing lines of research so far and the findings.

- Explore the differences between various disorders within the autism spectrum that were formulated in the DSM-IV to identify the different characteristics of this disorder.

- Know the diagnostic criteria according to the DSM-V for Autism Spectrum Disorder in order to become familiar with this classification used by many professionals.

- Differentiate Autism Spectrum Disorder from other disorders or difficulties to assess and compare the DSM-V classification with ICD-10 correctly in order to understand the aspects that differentiate these classifications.

- Precisely determine the variables to be assessed in Autism Spectrum Disorder and choose the appropriate instruments in order to assess the disorder objectively.

- Design an intervention program for a case with Autism Spectrum Disorder in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases.

- Analyze the processes of self-control and inhibition in the child's development in order to be able to discriminate normal development in these aspects from a problematic development.

- Understand the fundamental characteristics of Attention Deficit/Hyperactivity Disorder and its impact on the population in order to recognize it correctly.

- Explore the neurobiological basis of Attention Deficit/Hyperactivity Disorderin order to locate the brain areas and neurotransmissions involved in this disorder.

- Explain the different neuropsychological theories that facilitate the understanding of Attention Deficit/Hyperactivity Disorder to support the nature of psychological intervention.

- Know the DSM-V diagnostic criteria for Attention Deficit/Hyperactivity Disorder in order to become familiar with this classification used by many professionals.

- Differentiate Attention Deficit/Hyperactivity Disorder from other disorders or difficulties to assess and compare the DSM-V classification with ICD-10 correctly in order to understand the aspects that differentiate these classifications.

- Precisely determine the variables to be assessed in the of Attention Deficit/ Hyperactivity Disorder and choose the appropriate instruments in from order to assess the disorder objectively.

- Design an intervention program for a case of Attention Deficit/Hyperactivity Disorder in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases.

- Analyze the child's psychomotor development in order to be able to discriminate normal development in this aspect from a problematic development.

- Understand the fundamental characteristics of Motor Disorders and their impact on the population in order to correctly recognize them.

- Explore the neurobiological basis of Motor Disorders in order to locate the brain areas and neurotransmissions involved in these disorders.

- Know the DSM-V diagnostic criteria for Developmental Coordination Disorder in order to become familiar with this classification used by many professionals.

- Know the DSM-V diagnostic criteria for Stereotypic Movement Disorder and Tics Disorders in order to become familiar with this classification used by many professionals.

- Discern Motor Disorders from other disorders or difficulties to carry out a correct assessment and compare the DSM-V classification with ICD-10 in order to know the aspects that separate these classifications.

- Accurately determine the variables to be assessed in Motor Disorders and choose the appropriate instruments in order to assess these disorders objectively.

- Design an intervention program for a case of Motor Disorder in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases.

- Analyze how children acquire impulse control and how prosocial behavior is developed in order to be able to distinguish normal development in these aspects from problematic development.

- Understand the fundamental characteristics of Disruptive, Impulse-Control and Conduct Disorders and their impact on the population in order to correctly recognize them.

- Explore the neurobiological basis of Disruptive, Impulse-Control and Conduct Disorders in order to locate the brain areas and neurotransmissions involved in these disorders.

- Explain the different neuropsychological theories that facilitate the understanding of Disruptive, Impulse-Control and Conduct Disorders to support the nature of psychological intervention.

- Know the DSM-V diagnostic criteria for Oppositional Defiant Disorder and Intermittent Explosive Disorder in order to become familiar with this classification used by many professionals.

- Know the DSM-V diagnostic criteria for Behavioral Disorder in order to become familiar with this classification used by many professionals.

- Know the DSM-V diagnostic criteria for Antisocial Personality Disorder in order to become familiar with this classification used by many professionals.

- Differentiate Disruptive, Impulse-Control and Conduct Disorders from other disorders or difficulties to carry out a correct assessment and compare the DSM-V classification with ICD-10 in order to know the aspects that separate these classifications.

- Accurately determine the variables to be assessed in Disruptive, Impulse-Control and Conduct Disorders and choose the appropriate instruments in order to assess these disorders objectively.

- Design an intervention program for a case Disruptive, Impulse-Control and Conduct Disorders in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases.

- It understands the fundamental characteristics of Gifted students, the learning difficulties present in this population and their impact, in order to recognize them correctly.

- Know the assessment criteria for detecting gifted students in order to be able to suggest appropriate intervention measures.

- Precisely determine the variables to be assessed in Gifted Students and choose the appropriate instruments in order to assess the specificity objectively.

- Design an intervention program for a Gifted student in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases.

- Know and understand the factors that affect learning in children and young people at social and family risk and their impact on this population in order to design effective and efficient actions to prevent the onset or intensification of learning difficulties.

- Know and understand the factors that affect learning in children and young people at risk of social exclusion and their impact on this population in order to design effective and efficient actions to prevent the onset or intensification of learning difficulties.

- Know and understand the factors that affect learning in children and young people at risk of Mental Health problems and their impact on this population in order to design effective and efficient actions to prevent the onset or intensification of learning difficulties.

- Accurately determine the variables that should be evaluated in children and young people at social or family risk, at risk of social exclusion, or who may develop emotional problems, and choose the appropriate instruments with the objective of objectively assessing these variables.

- Design an intervention program for a case in circumstances of psycho-social risk. in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases.

04
Course Management

The program's teaching staff includes leading specialists in intervention in learning difficulties, who bring their years of work experience to this Training program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.

Learn the latest advances in procedures in Psychological Intervention in Learning Difficulties from leading professionals"

Management

Gandarias White, Gorka

- Psychologist specialized in psychotherapy recognized by the EFPA (European Federation of Psychologists' Associations).
- Master's Degree in Time-Limited and Health Psychotherapy
- International TECH Master's Degree in Clinical and Health Psychology
- Diploma in Gestalt Therapy
- Head of the Guidance and Educational Innovation Department of the San José School in Nanclares de la Oca (Álava) where he deals with numerous cases of Secondary School students with Learning Difficulties
- Cooperative Learning Specialist, Coach Level in the Conscious Emotional Bonding Model (VEC).
- Founder of Uraska, Psychology and Psychotherapy, a psychology and psychotherapy practice

Coordinator

Aguado Romo, Roberto

- Psychologist specialized in clinical psychology
- European specialist psychologist in psychotherapy
- Managing Director of evaluation and psychotherapy centers in Madrid, Bilbao, and Talavera de la Reina
- Author of Time-Limited Psychotherapy
- Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies

Professors

Fernandez, Angel

- European specialist psychologist in Psychotherapy from the EFPA
- Health Psychologist. Master's Degree in Clinical and Health Psychology
- Director of the Evaluation and Psychotherapy Center of Madrid
- Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP.
- Author of the T.E.N. technique
- Head of studies on the TECH Master's Degree in Time-Limited Psychotherapy and Health Psychology
- Specialist in Clinical Hypnosis and Relaxation

González, Mónica

- Psychologist in charge of the Department of Child and Adolescent Psychology of the Quirón Hospital and Avatar Psychologists in Marbella
- Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy

Kaisser, Carlos. M.D.

- Otolaryngologist
- Head of the Otolaryngology department at Segovia General Hospital
- Member of the Royal Academy of Medicine of Salamanca
- Master's Degree in Time-Limited Psychotherapy and Health Psychology
- Expert in Psychosomatic Medicine

Dr. Martínez-Lorca, Manuela

- Doctorate in Psychology from the University of Castilla-La Mancha
- Health Psychologist
- Lecturer in the Department of Psychology at the UCLM.
- Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy
- Specialist in Clinical Hypnosis and Relaxation

Roldan, Lucia

- Health Psychologist
- Cognitive-behavioral intervention specialist
- Master's Degree in Time-Limited Psychotherapy and Health Psychology
- Expert in energy therapy intervention

Structure and Content

The structure of the contents has been designed by a team of professionals from the best hospitals and universities in the country, who are aware of the relevance of up-to-date training to be able to intervene with patients with mental illness or psychological disorders and are committed to quality teaching through new educational technologies.

"

This Professional Master's Degree in Psychological Intervention in Learning Difficulties contains the most complete and up-to-date scientific program on the market"

Module 1. Neurodevelopment and Learning

1.1. Neurodevelopment and Learning (I): Prenatal Development.
1.2. Neurodevelopment and Learning (II): Nervous System and Postnatal Learning
1.3. Neurodevelopment and Learning (III): Neuroanatomy of Learning.
1.4. Neurodevelopment and Learning (IV): Concept of Brain Plasticity.
1.5. Neurodevelopment and Learning (V): Development of Higher Cognitive Functions.
1.6. Cognitive Processes and Learning (I): Attention and Cognitive Resource Selection.
1.7. Cognitive Processes and Learning (II): Perception and Acquisition of Information.
1.8. Cognitive Processes and Learning (III): Memory and How it Works.
1.9. Cognitive Processes and Learning (IV): The Process of Coding Information.
1.10. Cognitive Processes and Learning (V): The Information Retrieval Process: The Transfer of Learning.
1.11. Cognitive Processes and Learning (VI): Grouping, Classifying and Forming Categories and Concepts.
1.12. Affective, Motivational, and Relational Variables (I): Personal Variables.
1.13. Affective, Motivational, and Relational Variables (II): The Family.
1.14. Affective, Motivational, and Relational Variables (III): The School.
1.15. Affective, Motivational, and Relational Variables (IV): The Community.

Module 2. Learning Difficulties. Designing an Intervention.

2.1. Learning Difficulties (I): Origin and Definition.
2.2. Learning Difficulties (II): Classification of Learning Difficulties.
2.3. Learning Difficulties (III): Specific Learning Disorders and Comorbidity.
2.4. Learning Difficulties (IV): Prevalence of Learning Difficulties.
2.5. Learning Difficulties (V): Risk Factors and Warning Signs.
2.6. Assessment and Intervention Design (I): Conditions in the Assessment.
2.7. Assessment and Intervention Design (II): Early Intervention/Attention.
2.8. Assessment and Intervention Design (III): Assessment Techniques and Instruments.
2.9. Assessment and Intervention Design (IV): Communication and Administration of Tests.
2.10. Assessment and Intervention Design (V): Correction, Interpretation, and Completion of the Assessment Report.
2.11. Assessment and Intervention Design (VI): Developing the Intervention Plan

2.12. Assessment and Intervention Design (VII): Following the Intervention Plan.

2.13. Good Practices (I): Networking and Communication with the Family.

2.14. Good Practices (II): Legal and Regulatory Framework.

Module 3. Neurodevelopmental Disorders (I): Specific Learning Disorder

3.1. Learning Reading, Writing, and Mathematics in Early Childhood.

3.2. Definition and Prevalence.

3.3. Neurobiological Foundations.

3.4. Neuropsychological Approaches.

3.5. Types of Dyslexia, Dysgraphia, and Dyscalculia.

3.6. Diagnostic Criteria (I): DSM-V: Reading Difficulties (Dyslexia), Difficulties in Written Expression (Dysgraphia), Difficulties in Mathematics (Dyscalculia).

3.7. Diagnostic Criteria (II): Differential Diagnosis. DSM-V and ICD-10.

3.8. Assessment: Assessment Variables and Techniques and Instruments.

3.9. Psychological and Psychopedagogical Intervention: Intervention Programs.

Module 4. Neurodevelopmental Disorders (II): Communication Disorders and Learning Difficulties

4.1. Childhood Language Development.

4.2. Definition and Prevalence.

4.3. Neurobiological Foundations.

4.4. Neuropsychological Approaches.

4.5. Classification of Comprehension, Production-Expression and Pronunciation Disorders.

4.6. Diagnostic Criteria (I): DSM-V: Language Disorder. Phonological Disorder.

4.7. Diagnostic Criteria (II): DSM-V: Childhood-Onset Fluency Disorder (Stuttering). Social Communication Disorders (Pragmatic).

4.8. Diagnostic Criteria (III): Differential Diagnosis. DSM-V and ICD-10.

4.9. Assessment: Assessment Variables and Techniques and Instruments.

4.10. Psychological and Psychopedagogical Intervention: Intervention Programs.

Module 5. Neurodevelopmental Disorders (III): Intellectual Disability and Learning Difficulties

5.1. Intellectual Development in Children.

5.2. The Concept of Intelligence.

5.3. Definition and Prevalence.

5.4. Causes of Intellectual Disability.

5.5. Diagnostic Criteria: DSM-V

5.6. Differential Diagnosis. DSM-V and ICD-10.

5.7. Assessment: Assessment Variables and Techniques and Instruments.

5.8. Psychological and Psychopedagogical Intervention: Intervention Programs.

Module 6. Neurodevelopmental Disorders (IV): Autism Spectrum Disorder and Learning Difficulties

6.1. Definition and Prevalence.

6.2. Neurobiological Foundations.

6.3. Neuropsychological Approaches.

6.4. Etiology of Autism.

6.5. Pervasive Developmental Disorders and Subtypes according to DSM-IV.

6.6. Diagnostic Criteria (I): DSM-V: Autism Spectrum Disorder.

6.7. Diagnostic Criteria (II): Differential Diagnosis. DSM-V and ICD-10.

6.8. Assessment: Assessment Variables and Techniques and Instruments.

6.9. Psychological and Psychopedagogical Intervention: Intervention Programs.

Module 7. Neurodevelopmental Disorders (V): Attention Deficit/ Hyperactivity Disorder (ADHD), Motor Disorders, and Learning Disabilities

7.1.   Self-Control and Inhibition Processes.

7.2.   Attention Deficit Hyperactivity Disorder (I): Definition and Prevalence.

7.3.   Attention Deficit Hyperactivity Disorder (II): Neurobiological Foundations.

7.4.   Attention Deficit Hyperactivity Disorder (III): Neuropsychological Approaches.

7.5.   Attention Deficit Hyperactivity Disorder (IV): DSM-V Diagnostic Criteria.

7.6.   Attention Deficit Hyperactivity Disorder (V): Differential Diagnosis. DSM-V and ICD-10.

7.7.   Attention Deficit Hyperactivity Disorder (VI): Assessment: Assessment Variables and Techniques and Instruments.

7.8.   Attention Deficit Hyperactivity Disorder (VII): Psychological and Psychopedagogical Intervention: Intervention Programs.

7.9.   Motor Disorders (I): Childhood Psychomotor Development.

7.10.   Motor Disorders (II): Definition and Prevalence.

7.11.   Motor Disorders (III): Neurobiological Foundations.

7.12.   Motor Disorders (IV): DSM-V Diagnostic Criteria: Developmental Coordination Disorder.

7.13.   Motor Disorders (V): DSM-V Diagnostic Criteria: Stereotypic Movement Disorder. Tic Disorder.

7.14.   Motor Disorders (VI): Differential Diagnosis. DSM-V and ICD-10.

7.15.   Motor Disorders (VII): Assessment: Assessment Variables and Techniques and Instruments.

7.16.   Motor Disorders (VIII): Psychological and Psychopedagogical Intervention: Intervention Programs.

Module 8. Disorders and Other Personal and Social Circumstances Modulating Learning Difficulties: Disruptive, Impulse-Control and Conduct Disorders and Learning Difficulties.

8.1.   Disruptive, Impulse-Control and Conduct Disorders (I): Impulse Control and Prosocial Behavior.

8.2.   Disruptive, Impulse-Control and Conduct Disorders (II): Definition and Prevalence.

8.3.   Disruptive, Impulse-Control and Conduct Disorders (III): Neurobiological Foundations.

8.4.   Disruptive, Impulse-Control and Conduct Disorders (IV): Neuropsychological Approaches to Antisocial Behavior.

8.5.   Disruptive, Impulse-Control and Conduct Disorders (V): DSM-V Diagnostic Criteria: Oppositional Defiant Disorder. Intermittent Explosive Disorder.

8.6.   Disruptive, Impulse-Control and Conduct Disorders (VI): DSM-V Diagnostic Criteria: Behavioral Disorders.

8.7.   Disruptive, Impulse-Control and Conduct Disorders (VII): DSM-V Diagnostic Criteria: Antisocial Personality Disorder.

8.8.   Disruptive, Impulse-Control and Conduct Disorders (VIII): Differential Diagnosis. DSM-V and ICD-10.

8.9.   Disruptive, Impulse-Control and Conduct Disorders (IX): Assessment: Assessment Variables and Techniques and Instruments.

8.10.   Disruptive, Impulse-Control and Conduct Disorders (X): Psychological and Psychopedagogical Intervention: Intervention Programs.

GIFTED CHILDREN AND YOUNG PEOPLE WITH LEARNING DIFFICULTIES

8.11.   Definition of Gifted and Prevalence.

8.12.   Assessment Criteria.

8.13.   Assessment: Assessment Variables and Techniques and Instruments.

8.14.   Psychological and Psychopedagogical Intervention: Intervention Programs.

Other Issues.

8.15.   Children and Youth in Situations of Social and Family Risk: Substance Abuse, Unsafe Sexual Behavior, Family Destructuring, and Violence.

8.16.   Children and Youth at Risk of Social Exclusion: Poverty and Displacement Problems.

8.17.   Children and Youth in Situations of Mental Health Risk: Affective Problems.

8.18.   Assessment: Assessment Variables and Techniques and Instruments.

8.19.   Psychological and Psychopedagogical Intervention: Intervention Programs.

A unique, key, and decisive Professional Master's Degree experience to boost your professional development"

Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: *Re-learning*.
This teaching system is used 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 Re-learning, 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

In a given clinical situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method. Psychologists learn better, faster, and more sustainably over time.

With TECH, psychologists can experience 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 grasp concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.

2. The learning is solidly focused on practical skills that allow the psychologist to better integrate the 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.

Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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 represent a real revolution with respect to simply studying and analyzing 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 150,000 students with unprecedented success, in all clinical specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Re-learning 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 to success.

In our program, learning is not a linear process, but rather a spiral (we 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.

In this program you will have access to the best educational material, prepared with you 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 really specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

20%

Latest Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and to the forefront of psychology. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

15%

Interactive Summaries

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

15%

3%

Additional Reading

Recent articles, consensus documents, international guides... in our virtual library you will have access to everything you need to complete your training.

20%

17%

7%

3%
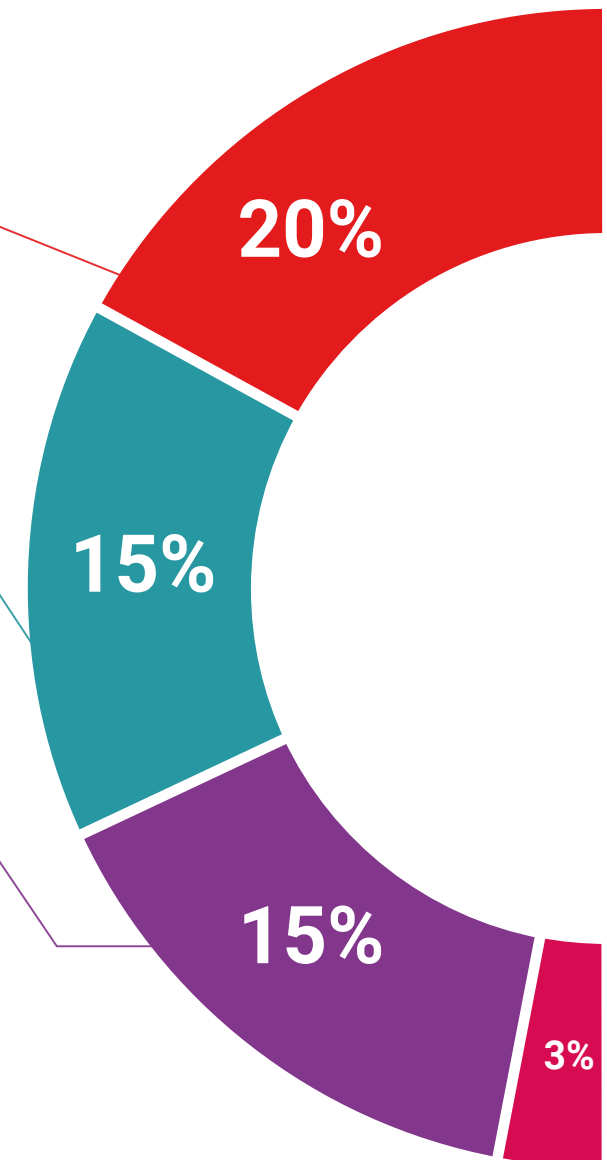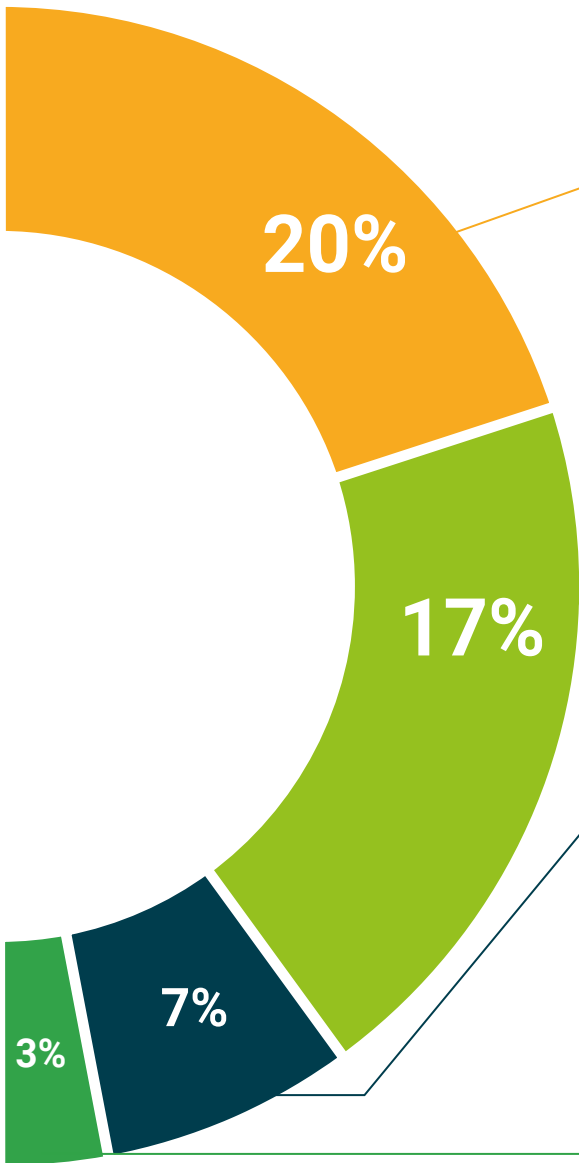
Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Re-Testing

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your 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 our future difficult decisions.

Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.

Certificate

The **Professional Master's Degree in Psychological Intervention in Learning Difficulties** guarantees you, in addition to the most rigorous and updated updating, access to a Professional Master's Degree issued by **TECH Technological University.**

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

This **Professional Master's Degree in Psychological Intervention in Learning Difficulties** contains the most complete and up-to-date scientific program on the market.

After the student has passed the evaluations, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** by tracked delivery.

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

Title: **Professional Master's Degree in Psychological Intervention in Learning Difficulties**

ECTS: **60**

Official Number of Hours: **1,500**

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tech technological university

Awards the following

CERTIFICATE

to

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

PROFESSIONAL MASTER'S DEGREE
in
Psychological Intervention in Learning Difficulties

This is a qualification awarded by this University, with 60 ECTS credits and equivalent to 1,500 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

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Professional Master's Degree in Psychological Intervention in Learning Difficulties

Subject type	ECTS Credits
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1	Neurodevelopment and Learning	8	CO
1	Learning Difficulties. Designing an Intervention.	8	CO
1	Neurodevelopmental Disorders (I): Specific Learning Disorder	8	CO
1	Neurodevelopmental Disorders (II): Communication Disorders and Learning Difficulties	8	CO
1	Neurodevelopmental Disorders (III): Intellectual Disability and Learning Difficulties	8	CO
1	Neurodevelopmental Disorders (IV): Autism Spectrum Disorder and Learning Difficulties	8	CO
1	Neurodevelopmental Disorders (V): Attention Deficit/Hyperactivity Disorder (ADHD), Motor Disorders, and Learning Disabilities	6	CO
1	Disorders and Other Personal and Social Circumstances Modulating Learning Difficulties: Disruptive, Impulse-Control and Conduct Disorders and Learning Difficulties	6	CO

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Dean

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*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.

tech technological university

Professional Master's Degree
Psychological Intervention in Learning Difficulties

Course Modality: **Online**
Duration: **12 months.**
Certificate: **TECH Technological University**
60 ECTS Credits
Teaching Hours: **1,500 hours.**

Professional Master's Degree
Psychological Intervention in Learning Difficulties