Postgraduate Certificate
Autism for Psychologists

tech global university

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Postgraduate Certificate
Autism for Psychologists

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

Website: **www.techtitute.com/us/education/postgraduate-certificate/autism-psychologists**

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01

Introduction

Recent research on autism primarily focuses on improving and expanding tools for identifying symptoms, consolidating specific treatments, including medical, psychosocial, and speech therapy interventions, as well as the use of technologies and interactive applications that promote the development of these children.

Postgraduate Certificate in Autism for Psychologists will instill a sense of confidence in the performance of your profession, helping you grow both personally and professionally"

In speech therapy consultations and in both special education and mainstream classrooms, it is increasingly common to intervene with students who present special educational needs arising from neurodevelopmental disorders of controversial etiology, such as Autism.

The professional must understand the special educational needs derived from autism, learn to identify it differentially, recognize the main observable signs, and know which direct and indirect intervention models are most appropriate. Social interaction, communication, and behavioral adaptation are three key elements in the intervention with these disorders.

The psychologist needs to stay updated on therapeutic practices, but more importantly, they need to develop the sensitivity and holistic vision necessary to support students with these characteristics.

This program is designed to provide extensive knowledge and experience in its respective fields, specifically in the emotional and behavioral dimensions that accompany these disorders. The goal of this program is to equip professionals with the skills to develop comprehensive and precise intervention programs that include all stages of speech therapy intervention.

This specialization combines pedagogical-scientific and speech therapy knowledge with the necessary tools to intervene in all stages of the speech therapy process, working with students not only on communicative aspects but also in the emotional and behavioral domains, always in coordination and multidisciplinary collaboration.

This program introduces us to a vast array of activities and resources primarily aimed at promoting the autonomy of students with special educational needs arising from autism, achieved through the generalization and transfer of what they have learned to their immediate environment.

An opportunity to integrate, within a single program, neuroscience, speech therapy, augmentative and alternative communication systems, new technologies, and both original and adapted resources, all in pursuit of excellence in both therapeutic and educational practices.

This **Postgraduate Certificate in Autism for Psychologists** contains the most complete and up-to-date educational program on the market. The most important features include:

- Development of numerous practical cases presented by experts in autism
- The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- Latest developments on Autism
- It contains practical exercises where the self-assessment process can be carried out to improve learning
- With special emphasis on innovative methodologies in Autism
- Content that is accessible from any fixed or portable device with an internet connection

Update your knowledge through the Postgraduate Certificate in Autism for Psychologists"

This Postgraduate Certificate could be the best investment you make in selecting a professional development program for two reasons: in addition to updating your knowledge in Autism for Psychologists, you will receive a diploma for the Postgraduate Certificate from TECH Global University"

Increase your confidence in decision making by updating your knowledge through this program.

Take advantage of the opportunity to learn about the latest advancements in autism.

The program includes faculty members from the field of autism, who bring their professional experience into this training, alongside recognized specialists from leading societies and prestigious universities.

Thanks to its multimedia content, developed with the latest educational technology, professionals will benefit from situated and contextual learning—simulated environments designed to provide immersive learning experiences that prepare them for real-life situations.

This program is designed around Problem-Based Learning, through which the physician must try to solve the different professional practice situations that arise throughout the program. To support this, the student will have access to an innovative interactive video system created by renowned experts in the field of autism, with extensive teaching experience.

02

Objectives

TECH Global University aims to train highly qualified professionals for the workplace. 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 medical professionals reach a much higher level of expertise and control. A goal that you will achieve with a high-intensity and precise Postgraduate Certificate.

This Postgraduate Certificate will allow you to incorporate the latest advancements and techniques in this area of psychological intervention when working with individuals with autism"

General Objectives

- Provide a theoretical and practical specialization that allows for the comprehensive and integrated treatment of autism and genetic syndromes
- Provide basic knowledge of the structural and functional processes that describe the behavior, interaction, and communication of these children, and apply them in the design of both group and individual intervention programs
- Improve the integration of these students by addressing their educational needs, both academic and emotional
- Develop tools to raise awareness within the educational community, advocating for the necessary multidisciplinary approach to the comprehensive treatment of these students
- Learn about technological tools available in the market that facilitate both speech therapy and psychosocial work with students with autism and syndromes

Specific Objectives

- Get an introduction to the disorder Identify myths and misconceptions
- Understand the different affected areas, as well as the early indicators within the therapeutic process
- Promote professional competence through a global view of the clinical picture; multifactorial assessment
- Provide the necessary tools for appropriate, specific adaptation in each case
- Broaden the understanding of the field of action; professionals and family as active participants
- The role of the speech therapist as a key element in the process

Take advantage of the opportunity and take the step to get up to date with the latest advancements in autism"

03

Course Management

The program includes a faculty of leading experts in autism, who bring their professional experience into this training. In addition, other experts of renowned prestige participate in its design and planning completing the program in an interdisciplinary manner.

Learn from leading professionals about the latest advancements in procedures in autism"

Management

Ms. Vázquez Pérez, Mª Asunción

- Diploma in Speech Therapy with training and experience in hearing disabilities, Autism Spectrum Disorders (ASD), and and augmentative communication systems
- Additionally, a forensic speech therapist with teaching experience in Attention Deficit Hyperactivity Disorder (ADHD)

Teachers

Ms. Fernández, Ester Cerezo

- Graduated in Speech Therapy, Master's Degree in Clinical Neuropsychology, Expert in Orofacial Therapy and Early Intervention
- With training and experience in neurological speech therapy practice

Ms. Mata Ares, Sandra Mª

- Graduated Speech Therapist
- Specialized in speech therapy intervention in childhood and adolescence
- Master's Degree in "Speech Therapy Intervention in Childhood and Adolescence"
- Has specific training in speech and language disorders in childhood and adulthood

Ms. Rico Sánchez, Rosana

- Licensed Speech Therapist, No. 09/032, Professional Association of Speech Therapists of Castilla y León
- Extensive training and experience in clinical and educational speech therapy Director
- Speech Therapist at the “Palabras Y Más” Speech Therapy and Pedagogy Center

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the relevance of innovative updates, and committed to quality teaching through new educational technologies.

This Postgraduate Certificate in Autism for Psychologists contains the most complete and up-to-date scientific program on the market"

Module 1. Understanding Autism

1.1. Temporal Development in Its Definition
- 1.1.1. Theoretical Approaches to ASD
  - 1.1.1.1. Early Definitions
  - 1.1.1.2. Evolution Throughout History
- 1.1.2. Current Classification of Autism Spectrum Disorder
  - 1.1.2.1. Classification according to DSM-IV
  - 1.1.2.2. DSM-V Definition
- 1.1.3. Disorder Chart Belonging to ASD
  - 1.1.3.1. Autism Spectrum Disorder
  - 1.1.3.2. Asperger's Disorder
  - 1.1.3.3. Rett's Disorder
  - 1.1.3.4. Childhood Disintegrative Disorder
  - 1.1.3.5. Pervasive Developmental Disorder
- 1.1.4. Comorbidity with other Pathologies
  - 1.1.4.1. ASD and ADHD (Attention and/or Hyperactivity Disorder).
  - 1.1.4.2. ASD AND HF (High Functioning)
  - 1.1.4.3. Other Pathologies of Lower Associated Percentage
- 1.1.5. Differential Diagnosis of Autism Spectrum Disorder
  - 1.1.5.1. Non-Verbal Learning Disorder
  - 1.1.5.2. NPDD (Perturbing Disorder Not Predetermined)
  - 1.1.5.3. Schizoid Personality Disorder
  - 1.1.5.4. Affective and Anxiety Disorders
  - 1.1.5.5. Tourette's Disorder
  - 1.1.5.6. Representative Chart of Specified Disorders
- 1.1.6. Theory of Mind
  - 1.1.6.1. The Senses
  - 1.1.6.2. Perspectives
  - 1.1.6.3. False Beliefs
  - 1.1.6.4. Complex Emotional States

1.1.7. Weak Central Coherence Theory
1.1.7.1. Children with ASD's Tendency to Focus Attention on Details vs. the Whole
1.1.7.2. First Theoretical Approach (Frith, 1989)
1.1.7.3. Central Coherence Theory today (2006)
1.1.8. Theory of Executive Dysfunction
1.1.8.1. What Do We Know as "Executive Functions"?
1.1.8.2. Planning
1.1.8.3. Cognitive Flexibility
1.1.8.4. Response Inhibition
1.1.8.5. Mentalistic Skills
1.1.8.6. Sense of Activity
1.1.9. Systematization Theory
1.1.9.1. Explanatory Theories Proposed by Baron-Cohen, S
1.1.9.2. Types of Brain
1.1.9.3. Empathy Quotient (EQ)
1.1.9.4. Systematization Quotient (SQ)
1.1.9.5. Autism Spectrum Quotient (ASQ)
1.1.10 Autism and Genetics
1.1.10.1. Potential Causes of the Disorder
1.1.10.2. Chromosomal Abnormalities and Genetic Alterations
1.1.10.3. Implications on Communication

1.2. Detection
1.2.1. Main Indicators in Early Detection
1.2.1.1. Warning Signs
1.2.1.2. Alert Signals
1.2.2. Communication Area in Autism Spectrum Disorder
1.2.2.1. Aspects to Consider
1.2.2.2. Alert Signals
1.2.3. Sensory-Motor Area
1.2.3.1. Sensory Processing
1.2.3.2. Dysfunctions in Sensory Integration
1.2.4. Social Development
1.2.4.1. Persistent Difficulties in Social Interaction
1.2.4.2. Restricted Patterns of Behavior
1.2.5. Evaluation Process
1.2.5.1. Developmental Scales
1.2.5.2. Tests and Questionnaires for Parents
1.2.5.3. Standardized Tests for Professional Evaluation
1.2.6. Data Collection
1.2.6.1. Screening Tools Used
1.2.6.2. Case Studies. M-CHAT
1.2.6.3. Standardized Tests and Assessments
1.2.7. Observation During Sessions
1.2.7.1. Aspects to Consider During Sessions
1.2.8. Final Diagnosis
1.2.8.1. Procedures to Follow
1.2.8.2. Proposed Therapeutic Plan
1.2.9. Preparation for Intervention Process
1.2.9.1. Intervention Strategies for ASD in Early Intervention
1.2.10. Scale for the Detection of Asperger's Syndrome
1.2.10.1. Autonomous Scale for Asperger Syndrome and High Functioning Autism Detection (AF)

1.3. Identification of Specific Difficulties
1.3.1. Protocol to be followed
1.3.1.1. Factors to Consider
1.3.2. Needs Assessment based on Age and Developmental Level
1.3.2.1. Protocol for Screening from 0 to 3 years of age
1.3.2.2. M-CHAT-R Questionnaire. (16-30 Months)
1.3.2.3. Follow-up Interview M-CHAT-R/F
1.3.3. Fields of Intervention
1.3.3.1. Evaluation of the Effectiveness of Psychoeducational Intervention
1.3.3.2. Clinical Practice Guideline Recommendations
1.3.3.3. Main Areas of Potential Work

1.3.4. Cognitive Area
1.3.4.1. Mentalistic Skills Scale
1.3.4.2. What Is It? How do we apply this Scale in ASD?
1.3.5. Communication Area
1.3.5.1. Communication Skills in ASD
1.3.5.2. We Identify the Demand Based on Developmental Level
1.3.5.3. Comparative Tables of Development with ASD and Normotypical Development
1.3.6. Eating Disorders
1.3.6.1. Intolerance Chart
1.3.6.2. Aversion to Textures
1.3.6.3. Eating Disorders in ASD
1.3.7. Social Area
1.3.7.1. SCERTS (Social-Communication, Emotional Regulation, and Transactional Support)
1.3.8. Personal Autonomy
1.3.8.1. Daily Living Therapy
1.3.9. Competency Assessment
1.3.9.1. Strengths
1.3.9.2. Reinforcement-based Intervention
1.3.10 Specific Intervention Programs
1.3.10.1. Case Studies and their Results
1.3.10.2. Clinical Discussion

1.4. Communication and Language in Autism Spectrum Disorder
1.4.1. Stages in the Development of Normotypical Language
1.4.1.1. Comparative Table of Language Development in Patients with and without ASD
1.4.1.2. Specific Language Development in Autistic Children
1.4.2. Communication Deficits in ASD
1.4.2.1. Aspects to Take into Account in the Early Stages of Development
1.4.2.2. Explanatory Table with Factors to Take into Account During these Early Stages
1.4.3. Autism and Language Pathology
1.4.3.1. ASD and Dysphasia
1.4.4. Preventive Education
1.4.4.1. Introduction to Prenatal Infant Development
1.4.5. From 0 to 3 Years Old
1.4.5.1. Developmental Scales
1.4.5.2. Implementation and Monitoring of Individualized Intervention Plans (IIP).
1.4.6. CAT Means-Methodology
1.4.6.1. Nursery School (NS)
1.4.7. From 3 to 6 Years Old
1.4.7.1. Schooling in Normal Center
1.4.7.2. Coordination of the Professional with the Follow-up by the Pediatrician and Neuropediatrician
1.4.7.3. Communication Skills to be Developed within this Age Range
1.4.7.4. Key Aspects to Consider
1.4.8. School Age
1.4.8.1. Main Aspects to Consider
1.4.8.2. Open Communication with the Teaching Staff
1.4.8.3. Types of Schooling
1.4.9. Educational Environment
1.4.9.1. Bullying
1.4.9.2. Emotional Impact
1.4.10 Warning Signs
1.4.10.1. Guidelines for Action
1.4.10.2. Conflict Resolution

1.5. Communication Systems
1.5.1. Available Tools
1.5.1.1. ICT Tools for Children with Autism
1.5.1.2. Augmentative and Alternative Communication Systems (AACS)
1.5.2. Communication Intervention Models
1.5.2.1. Facilitated Communication (FC)
1.5.2.2. Verbal Behavioral Approach (VB)

1.5.3. Alternative and/or Augmentative Communication Systems
1.5.3.1. PEC's (Picture Exchange Communication System)
1.5.3.2. Benson Schaeffer Total Signed Speech System
1.5.3.3. Sign Language
1.5.3.4. Bimodal System
1.5.4. Alternative Therapies
1.5.4.1. Hotchpotch
1.5.4.2. Alternative Medicines
1.5.4.3. Cognitive-Behavioral
1.5.5. Choice of System
1.5.5.1. Factors to Consider
1.5.5.2. Decision-Making
1.5.6. Scale of Objectives and Priorities to be Developed
1.5.6.1. Assessment, Based to the Resources Available to the Student, of the System Best Suited to Their Capabilities
1.5.7. Identification of the Appropriate System
1.5.7.1. Implementing The Most Suitable Communication System Or Therapy, Taking Into Account The Patient's Strengths
1.5.8. Implementation
1.5.8.1. Planning and structuring of the Sessions
1.5.8.2. Duration and Timing
1.5.8.3. Evolution and estimated short-term Objectives
1.5.9. Follow-up
1.5.9.1. Longitudinal Evaluation
1.5.9.2. Re-evaluation over time
1.5.10 Adaptation over time
1.5.10.1. Restructuring of Objectives based on Demanded Needs
1.5.10.2. Adaptation of the Intervention According to the Results Obtained
1.6. Elaboration of an Intervention Program
1.6.1. Identification of Needs and Selection of Objectives
1.6.1.1. Early Care Intervention Strategies
1.6.1.2. Denver Model

1.6.2. Analysis of Objectives based on Developmental Levels
1.6.2.1. Intervention Program to Strengthen Communicative and Linguistic Areas
1.6.3. Development of Preverbal Communicative Behaviors
1.6.3.1 Applied Behavior Analysis
1.6.4. Bibliographic Review of Theories and Programs in Childhood Autism
1.6.4.1. Scientific Studies with Groups of Children with ASD
1.6.4.2. Results and Final Conclusions Based on the Proposed Programs
1.6.5. School Age
1.6.5.1. Educational Inclusion
1.6.5.2. Global reading as a facilitator of Integration in the Classroom
1.6.6. Adulthood
1.6.6.1. How to Intervene/Support in Adulthood
1.6.6.2. Elaboration of a Specific Program
1.6.7. Behavioral Intervention
1.6.7.1. Applied Behavior Analysis (ABA)
1.6.7.2. Training of Separate Trials
1.6.8. Combined Intervention
1.6.8.1. The TEACCH Model
1.6.9. Support for University Integration of grade I ASD
1.6.9.1. Best Practices for supporting students in Higher Education
1.6.10 Positive Behavioral Reinforcement
1.6.10.1. Program Structure
1.6.10.2. Guidelines to Follow to Carry Out the Method
1.7. Educational Materials and Resources
1.7.1. What can we do as Speech Therapists?
1.7.1.1. Professional as an Active Role in the Development and Continuous Adaptation of Materials
1.7.2. List of Adapted Resources and Materials
1.7.2.1. What Should I Consider?
1.7.2.2. Brainstorming

1.7.3. Methods
1.7.3.1. Theoretical Approach to the Most Commonly Used Methods
1.7.3.2. Functionality. Comparative Table with the Methods Presented
1.7.4. TEACHH Program
1.7.4.1. Educational Principles Based on this Method
1.7.4.2. Characteristics of Autism as a Basis for Structured Teaching
1.7.5. INMER Program
1.7.5.1. Fundamental Bases of the Program. Main Function
1.7.5.2. Virtual Reality Immersion System for People with Autism
1.7.6. ICT-mediated Learning
1.7.6.1. Software for Teaching Emotions
1.7.6.2. Applications that favour Language Development
1.7.7. Development of Materials
1.7.7.1. Sources Used
1.7.7.2. Image Banks
1.7.7.3. Pictogram Banks
1.7.7.4. Recommended Materials
1.7.8. Free Resources to Support Learning
1.7.8.1. List of Reinforcement Pages with Programs to Reinforce Learning
1.7.9. PCS (Pictographic Communication System)
1.7.9.1. Access to the Pictographic Communication System
1.7.9.2. Methodology
1.7.9.3. Main Function
1.7.10. Implementation
1.7.10.1. Selection of the Appropriate Program
1.7.10.2. List of Benefits and Disadvantages

1.8. Adapting the Environment to the Student with Autism Spectrum Disorder
1.8.1. General Considerations to Be Taken into Account
1.8.1.1. Possible Difficulties within the Daily Routine
1.8.2. Implementation of Visual Aids
1.8.2.1. Guidelines to Have at Home for Adaptation
1.8.3. Classroom Adaptation
1.8.3.1. Inclusive Teaching
1.8.4. Natural Environment
1.8.4.1 General Guidelines for Educational Response
1.8.5. Intervention in Autism Spectrum Disorders and other Severe Personality Disorders
1.8.6. Curricular Adaptations of the Center
1.8.6.1. Heterogeneous Groupings
1.8.7. Adaptation of Individual Curricular Needs
1.8.7.1. Individual Curricular Adaptation
1.8.7.2. Limitations
1.8.8. Curricular Adaptations in the Classroom
1.8.8.1. Cooperative Education
1.8.8.2. Cooperative Learning
1.8.9. Educational Responses to the Different Needs Demanded
1.8.9.1. Tools to Be Taken into Account for Effective Teaching
1.8.10 Relationship with the Social and Cultural Environment
1.8.10.1. Habits-Autonomy
1.8.10.2. Communication and Socialization

1.9. School Context
1.9.1. Classroom Adaptation
1.9.1.1. Factors to Consider
1.9.1.2. Curricular Adaptation
1.9.2. School Inclusion
1.9.2.1. We All Add Up
1.9.2.2. How to Help from our Role as Speech-Language Pathologists
1.9.3. Characteristics of Students with ASD
1.9.3.1. Restricted Interests
1.9.3.2. Sensitivity to the Context and its Constraints
1.9.4. Characteristics of Students with Asperger's
1.9.4.1. Potentialities
1.9.4.2. Difficulties and Repercussions at the Emotional Level
1.9.4.3. Relationship with the Peer Group

1.9.5. Placement of the Student in the Classroom
1.9.5.1. Factors to Be Taken into Account for Proper Student Performance
1.9.6. Materials and Supports to Consider
1.9.6.1. External Support
1.9.6.2. Teacher as a Reinforcement Element within the Classroom
1.9.7. Assessment of Task Completion Times
1.9.7.1. Application of Tools such as Anticipators or Timers
1.9.8. Inhibition Times
1.9.8.1. Reduction of inappropriate Behaviors through Visual Support
1.9.8.2. Visual Schedules
1.9.8.3. Time-Outs
1.9.9. Hypo- and Hypersensitivity
1.9.9.1. Noise Environment
1.9.9.2. Stress-generating Situations
1.9.10 Anticipation of Conflict Situations
1.9.10.1. Back to School. Time of Entry and Exit
1.9.10.2. Canteen
1.9.10.3. Vacations
1.10. Considerations to Be Taken into Account with Families
1.10.1. Conditioning Factors of parental Stress and Anxiety
1.10.1.1. How does the Family Adaptation Process occur?
1.10.1.2. Most Common Worries
1.10.1.3. Anxiety Management
1.10.2. Information for Parents when a Diagnosis is Suspected
1.10.2.1. Open Communication
1.10.2.2. Stress Management Guidelines
1.10.3. Assessment Records for Parents
1.10.3.1. Strategies for Managing Suspected ASD in Early Intervention
1.10.3.2. PEDs. Questions about Parents' Developmental Concerns
1.10.3.3. Situation Assessment and Building a Bond of Trust with Parents
1.10.4. Multimedia Resources
1.10.4.1. Table of Freely Available Resources
1.10.5. Associations of Families of People with ASD
1.10.5.1. List of Recognized and Proactive Associations
1.10.6. Return of Therapy and Appropriate Evolution
1.10.6.1. Aspects to Take into Account for Information Exchange
1.10.6.2. Creation of Empathy
1.10.6.3. Creation of a Circle of Trust between Therapist-Relatives-Patient
1.10.7. Return of the Diagnosis and Follow-up to the Different Healthcare Professionals
1.10.7.1. Speech Therapist in their Active and Dynamic Role
1.10.7.2. Contact with the Different Health Areas
1.10.7.3. The Importance of Maintaining a Common Line
1.10.8. Parents; How to Intervene with the Child?
1.10.8.1. Advice and Guidelines
1.10.8.2. Family Respite
1.10.9. Generation of Positive Experiences in the Family Environment
1.10.9.1. Practical Tips for Reinforcing Pleasant Experiences in the Family Environment
1.10.9.2. Proposals for Activities that Generate Positive Experiences
1.10.10. Websites of Interest
1.10.10.1. Links of Interest

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

05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

"At TECH you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

> *TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"*

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

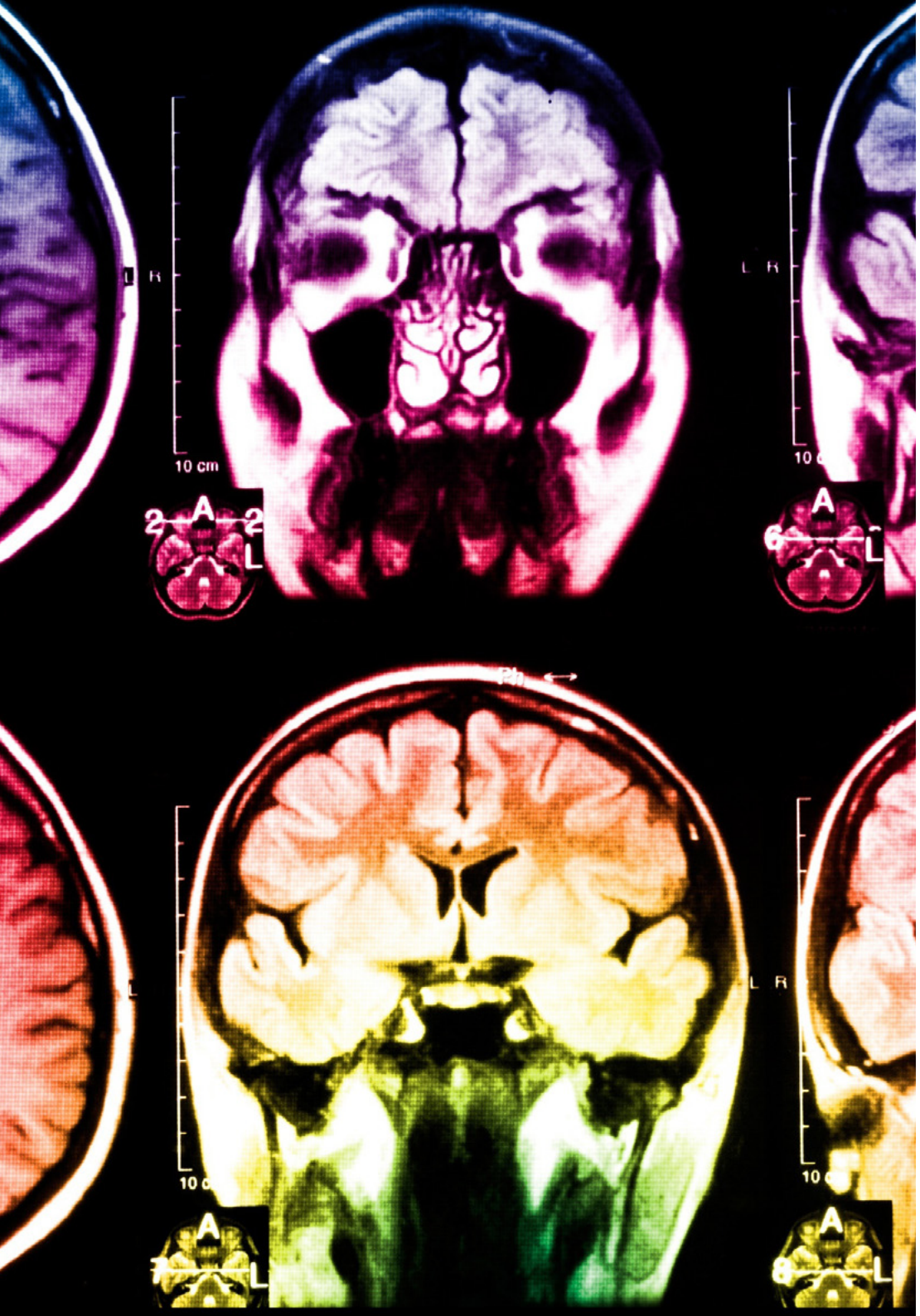
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

> *The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"*

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

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.

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.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

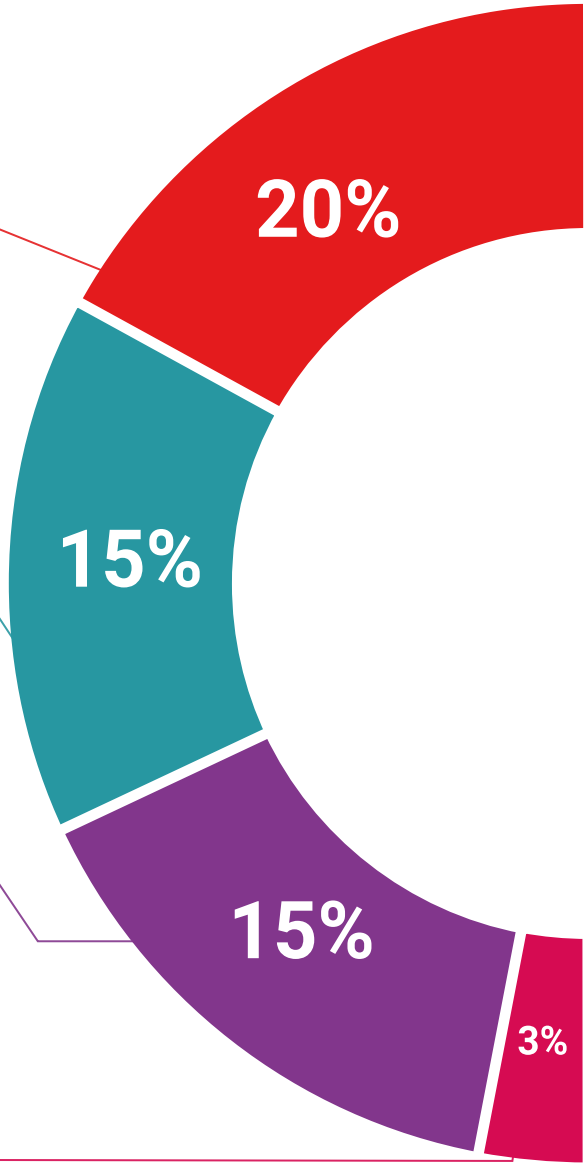
Interactive Summaries

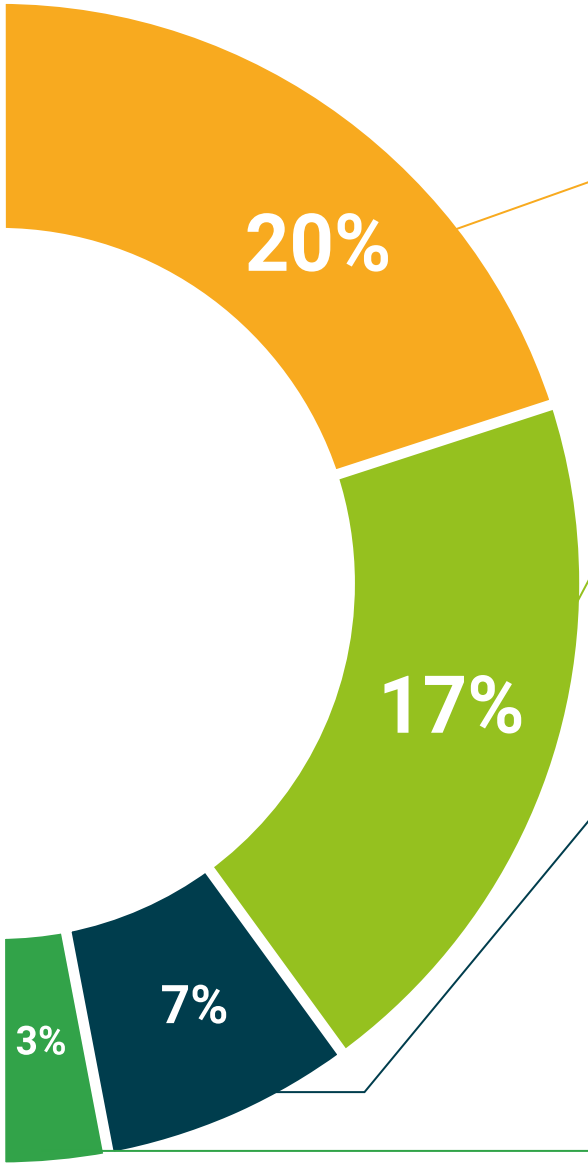
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.

06

Certificate

The Postgraduate Certificate in Autism for Psychologists guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate issued by TECH Global University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This private qualification will allow you to obtain a diploma for the **Postgraduate Certificate in Autism for Psychologists** endorsed by TECH Global University, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ***(official bulletin)***. Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Postgraduate Certificate in Autism for Psychologists**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**

tech global university

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

Postgraduate Certificate in Autism for Psychologists

This is a private qualification of 180 hours of duration equivalent to 6 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Postgraduate Certificate

Autism for Psychologists

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

Postgraduate Certificate
Autism for Psychologists

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