

Postgraduate Certificate Dentistry and Orofacial Disorder





Postgraduate Certificate Dentistry and Orofacial Disorder

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

Website: www.techtitute.com/us/education/postgraduate-certificate/dentistry-orofacial-disorder

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01

Introduction

Orofacial disorders in patients with neurological pathology require multidisciplinary collaboration between dental and educational professionals to improve their quality of life. Knowing how to detect these situations and take advantage of the interrelationship between the two fields of work is an ability that the professional must have incorporated in a fully updated form. In this case, TECH has developed this 100% online academic program with the latest advances in the field to relate, complement and coordinate the work between different areas and to determine the most accurate approach to dentolabial deformities or Atypical Swallowing and other conditions. An academic itinerary chosen by versed specialists who have poured their decades of experience and the most recent evidence in the area.





You will develop skills to determine Orofacial Disorders from an integral point of view with Dentistry within the educational sector"

The difficulties presented by students with Orofacial Disorders, in some cases, transcend the intervention capacity of the professional in the educational sector and require more specialized knowledge in terms of dental intervention. In this sense, detecting the patient's needs is an important multidisciplinary task.

In order to obtain this comprehensive and complete answer, TECH has developed this academic program that brings together the most updated and relevant topics in Dentistry and Orofacial Disorders to be studied 100% online from any device with internet connection.

The course will delve into the formation and dental development of the child, the equipment to diagnose dentolabial dysfunctions or deformities. Also, more specific diagnostic imaging techniques such as panoramic, Teleradiography, Ricketts circular analysis or Steiner cephalometry, among others, will be discussed.

Occlusion and malocclusion, among other aspects, will be studied practically through multiple examples and real cases presented by the experienced teachers involved in this course. A unique educational proposal that will allow the professional to stand out in his sector, studying in a comfortable and agile way in only 6 weeks to obtain the specific degree in Dentistry and Orofacial Disorder.

This **Postgraduate Certificate in Dentistry and Orofacial Disorder** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ The development of practical cases presented by experts in NSpeech Neurorehabilitation and Orofacial Therapy
- ♦ The graphic, schematic, and practical content with which they are created, provides scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ 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



You will develop a multidisciplinary treatment through the knowledge of the Etiopathogenesis of malocclusions"

“ *This 100% online diploma will allow you to continue with your daily activities without any inconvenience while evolving your knowledge* ”

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. This will be done with the help of an innovative system of interactive videos made by renowned experts.

By studying this program you will be able to perform accurate evaluations of the functions of the orofacial system and their interrelationship.

You will recognize dentomaxillary anomalies and the development of permanent occlusion.



02

Objectives

Thanks to the application of the latest scientific evidence and the contribution of the most expert teachers, TECH has developed a unique teaching formula that will address the most updated topics regarding Dentistry and Orofacial Disorder in the educational environment. In this way, the professional will be able to perform a precise intervention according to each case. They will learn about the functioning of the structures involved in breathing, chewing and swallowing, as well as recognize dentomaxillary anomalies, among other various aspects.



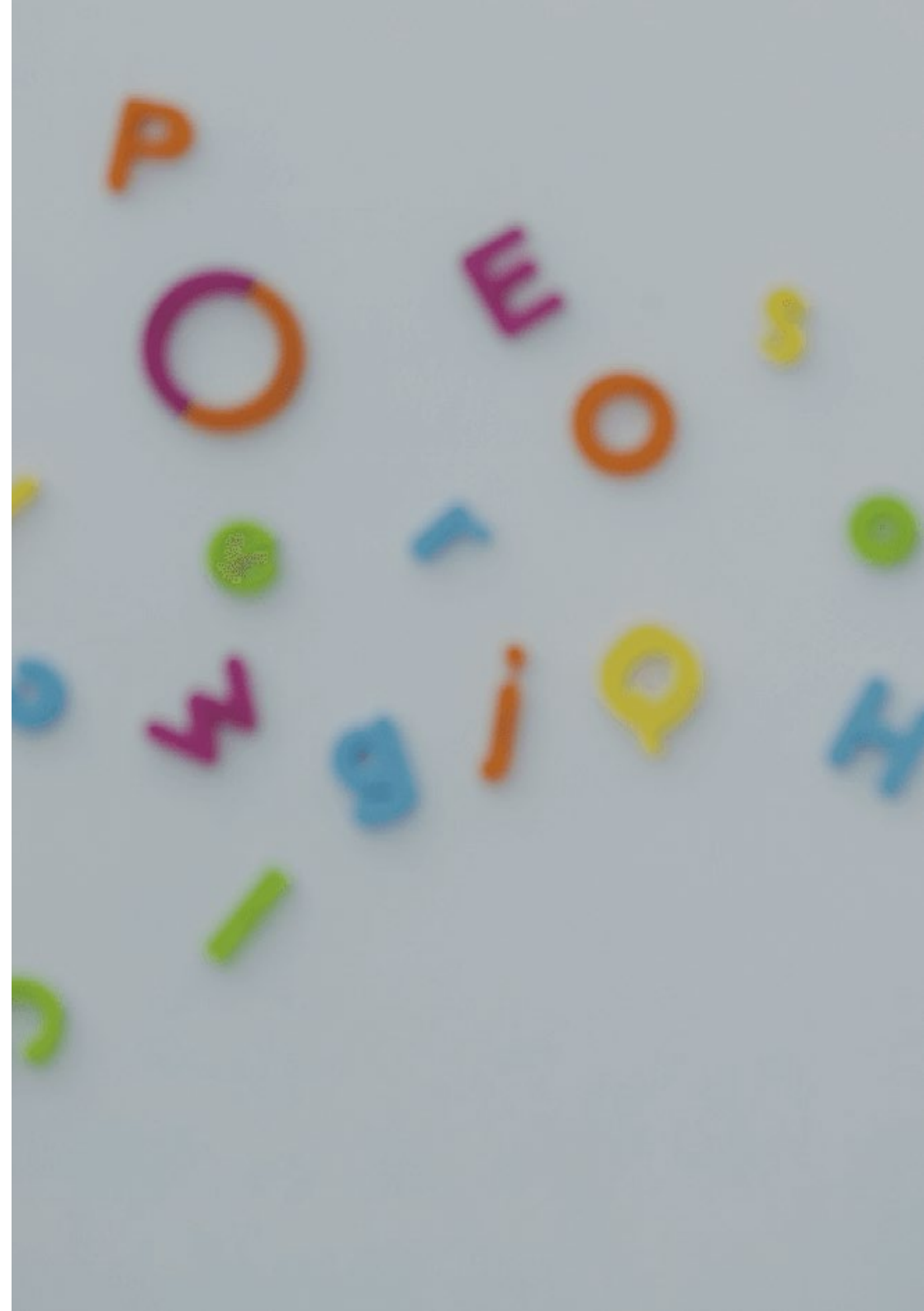
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Develop a multidisciplinary vision to attend the student with dentolabial deformities or pathological pattern and congenital disorder in a specialized way"



General Objectives

- ♦ Develop a broad body of knowledge of the anatomical and functional basis of the central and peripheral nervous system
- ♦ Study the anatomy and function of the organs involved in basic functions such as respiration, phonation and swallowing
- ♦ Acquire knowledge in both assessment and speech therapy intervention
- ♦ Delve into rehabilitation techniques supported by clinical practice
- ♦ Develop intervention skills acquired from complementary disciplines such as neuropsychology, physiotherapy and psychology
- ♦ Become proficient in the assessment, diagnosis and treatment of neurofunctional and logopedic disorders in specific groups with neurodevelopmental or syndromic disorders
- ♦ Know various approaches and intervention programs in neurological and speech therapy neurorehabilitation





Specific Objectives

- ♦ Know the function of structures involved in breathing, chewing and swallowing
- ♦ Recognize dentomaxillary abnormalities
- ♦ Relate, complement and coordinate the work between dentistry and speech therapy
- ♦ Know orthodontic appliances
- ♦ Know and assess the functions of the orofacial system and their interrelationship
- ♦ Recognize when swallowing is dysfunctional
- ♦ Elaborate orofacial-myofunctional assessment protocols



Implement new collaborative work strategies within the educational environment, in the most complex situations of Orofacial Disorder"

03

Course Management

With the intervention of professionals of great prestige and recognition in their sector, this academic program in Dentistry and Orofacial Disorder offers the maximum actuality in the subject from the teaching point of view. Through their decades of experience and the latest scientific evidence, they have designed an exclusive teaching load that only TECH can offer.





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A unique opportunity to train directly from experts in the field"

Management



Ms. Santacruz García, Estefanía

- ◆ Social integrator and clinical speech therapist at Uner La Clinic
- ◆ Teacher at CEFIRE
- ◆ Specialist in Orofacial and Myofunctional Therapy



Mr. Borrás Sanchis, Salvador

- ◆ Psychologist, Teacher and Speech Therapist
- ◆ Educational Counselor at Generalitat Valenciana, Consejería de Educación (Valencian Regional Government)
- ◆ Abile Education Specialist
- ◆ Avance SL Partner
- ◆ Pedagogical Advisor and External Collaborator of Aula Salud (an organization to promote health in the classroom)
- ◆ Pedagogical Director in iteNlearning
- ◆ Author of "Guide for the Reeducation of Atypical Swallowing and Associated Disorders"
- ◆ Pedagogical Director in the Instituto DEIAP (Institute for Comprehensive Development and Psychoeducational Care)
- ◆ Degree in Psychology
- ◆ Hearing and Speech Teacher
- ◆ Diploma in Speech Therapy

Professors

Ms. Álvarez Valdés, Paula del Carmen

- ♦ Clinical Speech Therapist Specialist in Myofunctional Therapy
- ♦ Clinical Speech Therapist Specialist in Myofunctional Therapy
- ♦ Diploma in Psychodiagnosis and Early Care Treatment
- ♦ Direct collaboration in Dental Office
- ♦ Master's Degree in Special Education and in Foreign Languages from the Pontifical University of Salamanca
- ♦ ISEP Master's Degree in Myofunctional Therapy

Dr. Carrasco de Larriva, Concha

- ♦ Psychologist at PEROCA
- ♦ Clinical Neuropsychologist accredited by the General Council of Psychology in Spain
- ♦ Assistant Professor of the Department of Psychology at the Catholic University San Antonio of Murcia
- ♦ Degree in Psychology from the University of Granada
- ♦ Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- ♦ Postgraduate degree in Cognitive Rehabilitation from ISEP
- ♦ Expert in Child and Cognitive Rehabilitation by the Francisco de Vitoria University
- ♦ Qualified for the assessment of Autism with the Autism Diagnostic Observation Scale ADOS.

Ms. Gallego Díaz, Mireia

- ♦ Hospital Speech Therapist
- ♦ Occupational Therapist
- ♦ Speech Therapist Expert in Swallowing Disorders

Ms. García Gómez, Andrea Maria

- ♦ Speech therapist specialized in Acquired Brain Injury Neurorehabilitation
- ♦ Speech therapist at UNER Clinic
- ♦ Speech therapist at Integra Brain Injury
- ♦ Speech therapist at Ineuro
- ♦ Graduate in Speech Therapy
- ♦ Master's Degree in Speech Therapy Neurorehabilitation in Acquired Brain Injury

Ms. Jiménez Jiménez, Ana

- ♦ Clinical Neuropsychologist and Social Worker
- ♦ Clinical Neuropsychologist at Integra Cerebral Damage
- ♦ Neuropsychologist at UNER Clinic
- ♦ Educator of the Social Action Team Murcia in Cáritas Spain
- ♦ Degree in Social Work at the University of Murcia
- ♦ Degree in Psychology from UNED
- ♦ Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ♦ Master's Degree in General Health Psychology by UNED



Ms. López Samper, Belén

- ♦ General Health Psychology and Clinical Neuropsychologist
- ♦ Psychologist. Alcaraz Institute
- ♦ Psychologist. IDEAT Center
- ♦ Neuropsychologist Clínica UNER - Assessment and Integral Rehabilitation of Brain Injury
- ♦ Specialized in Child and Adult Neurorehabilitation at the Integral Center for Brain Injury
- ♦ Master's Degree in Special Educational Needs and Early Care, Developmental and Child Psychology. International University of Valencia
- ♦ Master's Degree in Clinical Neuropsychology, Neuropsychology. AEPPCC
- ♦ Master's Degree in General Health Psychology. International University of Valencia
- ♦ Degree in Psychology. Miguel Hernández University of Elche

Ms. Martín Bielsa, Laura

- ♦ Speech Therapist Expert in Speech Pathology, Child Development and Early Childhood Attention
- ♦ Diploma in Teaching and Dean of the Professional Association of Speech Therapists of Aragon
- ♦ Director of the Master's Degree in Vocal Therapy, Cardenal Herrera University

Ms. Navarro Marhuenda, Laura

- ♦ Neuropsychologist at Kinemas
- ♦ Specialist in Child and Adult Neurorehabilitation in Integral Center of Brain Injury
- ♦ Master's Degree in Speech Neurorehabilitation and Vital Function Analysis
- ♦ Neuropsychologist at INEURO
- ♦ Neuropsychologist at UNER CLINIC
- ♦ Degree in Psychology from the Miguel Hernández University of Elche
- ♦ Master's Degree in Health Psychology from the Miguel Hernández University of Elche
- ♦ Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ♦ Master's Degree in Pediatric Neurology and Neurodevelopment by CEU Cardena Herrera University

Ms. Santacruz García, Raquel

- ♦ Specialist in Pedagogy and Nutrition
- ♦ Dietician of the Hispanic Ballet Company
- ♦ Dancer at the Andalusian Dance Center
- ♦ Graduate in Human Nutrition and Dietetics by the Catholic University San Antonio
- ♦ Specialist in Dance Pedagogy by the Theatre Institute of Barcelona
- ♦ Intermediate Degree in Classical Dance at the Conservatory of Murcia



Ms. Sanz Pérez, Nekane

- ♦ Clinical Speech Therapist specialized in Acquired Cerebral Palsy
- ♦ Teacher in Iberocardio for Aspace (Main Confederation and Entity for Cerebral Palsy Care in Spain)

Ms. Selva Cabañero, Pilar

- ♦ Nurse Specialist in Obstetric-Gynecological Nursing (Midwife)
- ♦ Obstetrical-Gynecological Nursing Teaching Unit of the University of Murcia at the University General Hospital Santa Lucía in Murcia
- ♦ Publication, Ankyloglossia and the Success of Breastfeeding, ISBN13: 978- 84- 695- 5302- 2. 2012

Ms. Muñoz Boje, Rocío

- ♦ Occupational Therapist Specialist in Neurorehabilitation at the Uner Clinic
- ♦ Degree in Occupational Therapy
- ♦ Occupational Therapist Specialist in Neurorehabilitation

04

Structure and Content

A high academic level syllabus, developed under the Relearning methodology, and created to acquire the necessary theoretical and practical knowledge. In this way, the professional will be able to act with solvency in Orofacial Disorders that require coordination with the Dental area, in the teaching context. With a structure focused on real learning, it will allow for competence acquisition students need to advance in their development as specialists in this ever-advancing field.





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A first class syllabus that will boost your professional career. Enroll now and study 100% online"

Module 1. Dentistry and Orofacial Disorder

- 1.1. Dentition
 - 1.1.1. Introduction
 - 1.1.2. Tooth Growth and Development
 - 1.1.3. Classification
 - 1.1.4. Primary Dentition
 - 1.1.5. Mixed Dentition
 - 1.1.6. Permanent Dentition
 - 1.1.7. Tooth Formation and Development
- 1.2. Normal/Typical and Pathological Pattern
 - 1.2.1. Introduction
 - 1.2.2. Apparatus
 - 1.2.3. Dentolabial Deformities
 - 1.2.4. Eruptive Abnormalities
 - 1.2.5. Pathologic Patterns and Congenital Disorders
 - 1.2.6. Clinical Assessment and Examination
 - 1.2.7. Clinical Intervention
 - 1.2.8. Multidisciplinary Perspective
- 1.3. Clinical Examination and Radiographic Analysis
 - 1.3.1. Introduction
 - 1.3.2. Overview
 - 1.3.3. Teleradiography
 - 1.3.4. Ricketts' Circular Analysis
 - 1.3.5. Steiner's Cephalometric Analysis
 - 1.3.6. Bone Radiography
 - 1.3.7. Bibliography
- 1.4. Assessment
 - 1.4.1. Introduction
 - 1.4.2. Orofacial System Functions
 - 1.4.3. Aesthetic/Biofacial Analysis
 - 1.4.4. Anatomical-Functional Assessment
 - 1.4.5. Orofacial System Functions Assessment
 - 1.4.6. Atypical Swallowing
 - 1.4.7. Myofunctional Assessment Protocol
 - 1.4.8. Bibliography



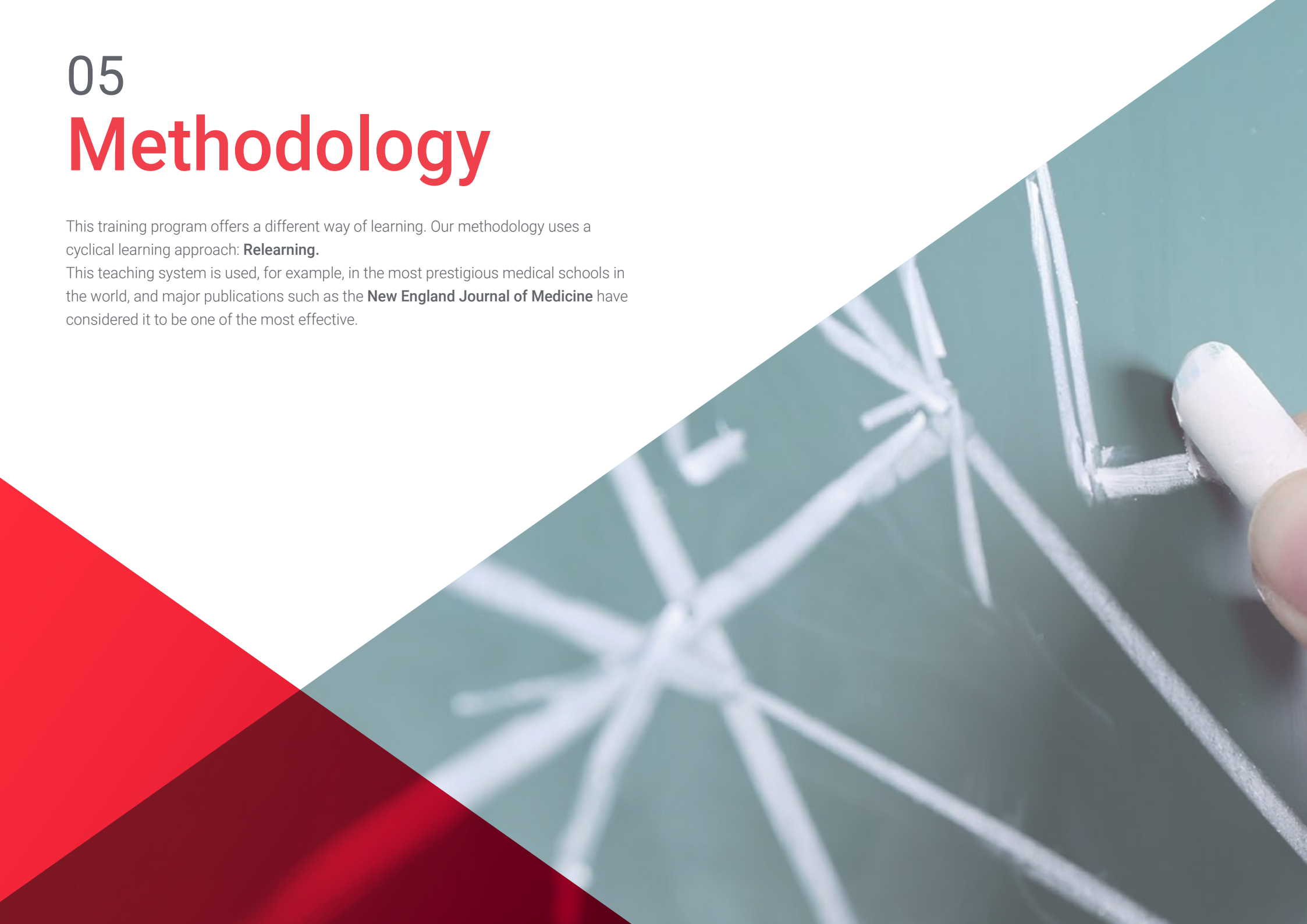
- 1.5. Function and Form
 - 1.5.1. Introduction
 - 1.5.2. Breathing and Swallowing Disorders
 - 1.5.3. Breathing and Swallowing
 - 1.5.4. Bruxism
 - 1.5.5. Joint and Jaw Examination I
 - 1.5.6. Mandibular Dynamics Study II
 - 1.5.7. Bibliography
- 1.6. Speech Therapy Intervention
 - 1.6.1. Introduction
 - 1.6.2. Mouth Breathing
 - 1.6.3. Oral Dysfunction
 - 1.6.4. Speech Therapy Intervention in Oral Breathing
 - 1.6.5. Atypical Swallowing
 - 1.6.6. Speech Therapy Intervention in Atypical Swallowing
 - 1.6.7. Temporomandibular Joint (TMJ)
 - 1.6.8. Speech Therapy Intervention in TMJ
 - 1.6.9. Bibliography
- 1.7. Occlusion and Malocclusion
 - 1.7.1. Introduction
 - 1.7.2. Temporal Occlusion
 - 1.7.3. Temporal Occlusion Development
 - 1.7.4. Permanent Occlusion
 - 1.7.5. Permanent Occlusion Development
 - 1.7.6. Physiological and Non-Physiological Occlusion
 - 1.7.7. Static and Dynamic Occlusion
 - 1.7.8. Multidisciplinary Treatment
 - 1.7.9. Bibliography
- 1.8. Main Occlusion Classification
 - 1.8.1. Introduction
 - 1.8.2. Features
 - 1.8.3. Anteroposterior Classification
 - 1.8.4. Transversal Syndrome I
 - 1.8.5. Transversal Syndrome II
 - 1.8.6. Vertical Syndromes
 - 1.8.7. Etiopathogenesis of Malocclusions
 - 1.8.8. Bibliography
- 1.9. Dentistry and Speech Therapy
 - 1.9.1. Introduction
 - 1.9.2. Multidisciplinary Work
 - 1.9.3. Extraoral Examination
 - 1.9.4. Intraoral Examination
 - 1.9.5. Functional Examination
 - 1.9.6. Dentistry and Oral Function
 - 1.9.7. Bibliography
 - 1.9.8. Speech Therapy Intervention in Orofacial Disorder
- 1.10. Case Studies
 - 1.10.1. Introduction
 - 1.10.2. Case Study 1
 - 1.10.3. Case Study 2
 - 1.10.4. Case Study 3
 - 1.10.5. Case Study 4
 - 1.10.6. Bibliography

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





“

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

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

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. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies 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.



Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all 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.

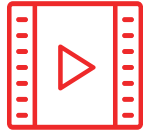
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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 specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, 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.



Interactive Summaries

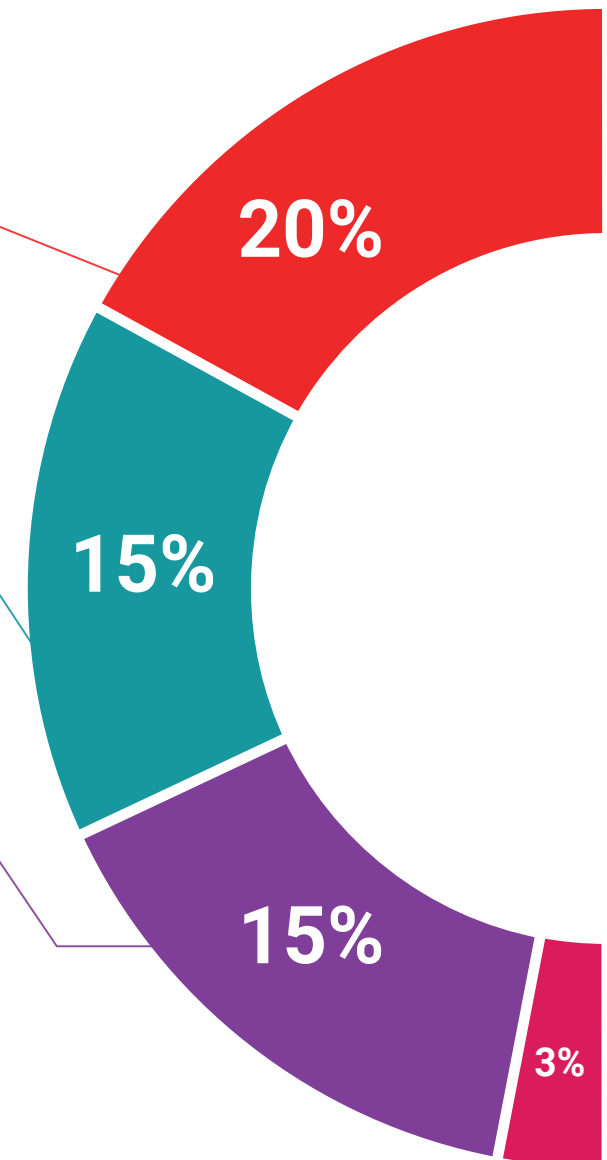
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

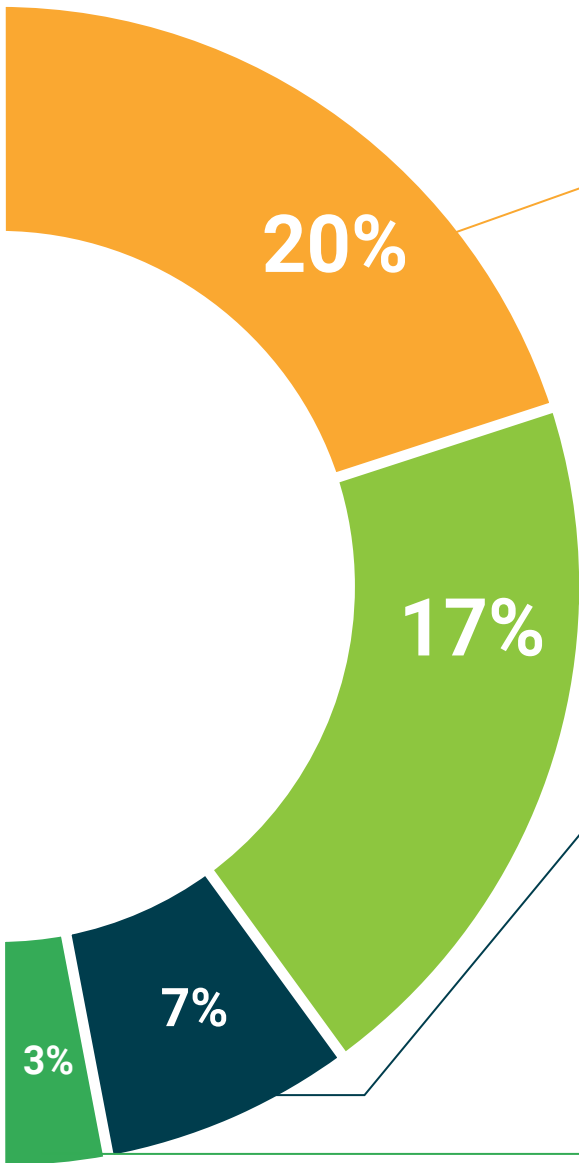
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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 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 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 Dentistry and Orofacial Disorder guarantees, in addition to the most rigorous and up-to-date education, the access to a Postgraduate Certificate 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”

The **Postgraduate Certificate in Dentistry and Orofacial Disorder** contains the most complete and up-to-date program on the market.

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

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

Title: **Postgraduate Certificate in Dentistry and Orofacial Disorder**

Official N° of Hours: **150 h.**



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



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

Postgraduate Certificate Dentistry and Orofacial Disorder

