

# Postgraduate Diploma Neurodevelopment Disorders





## Postgraduate Diploma Neurodevelopment Disorders

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-neurodevelopment-disorders](http://www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-neurodevelopment-disorders)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 20*

Certificate

---

*p. 24*

01

# Introduction

Diversity in the classroom has taken on greater relevance in recent years, thanks to which teachers have been able to play a leading role in the care of students with some type of neurodevelopmental disorder. Thanks to the advances that have been made in this field, today, it is possible to carry out increasingly specific curricular adaptations designed exclusively for the best academic development of the child or adolescent. For this, the teacher must know the characteristics of these psychopathologies in detail, aspects that the graduate will be able to work on with the course of this program. This is a 100% online degree, thanks to which you will be able to know the evolutionary contexts of disorders in childhood and adolescence in detail, delve into the concept of intelligence, and delve into ASD.



A close-up photograph of a young child's face and hands. The child is wearing a light blue button-down shirt and is focused on playing with several yellow wooden blocks. One block in the foreground has a black 'X' symbol on it. The background is softly blurred, showing more blocks and the child's hands. The image is partially obscured by a large red and white geometric shape on the right side of the page.

“

*For any teacher, including this degree in their academic curriculum is synonymous with empathy and commitment to their students, especially those who require specific and personalized attention”*

Attention to diversity and curricular adaptation on the part of education towards students with different types of Neurodevelopmental Disorders, such as autism, hyperactivity, or attention deficit disorder, has made it possible to create specific programs adapted to their academic needs. Thanks to this, these children and adolescents can continue to work on their intellectual development in a guaranteed manner without feeling discriminated against because of their condition.

For this, the teacher must work on the acquisition of knowledge that allows them to carry out the correct academic adaptation for each child or adolescent based on the mastery of the characteristics of each condition. In order to provide you with all the information you need to achieve this, TECH has developed this comprehensive Postgraduate Diploma in Neurodevelopmental Disorders. This is a comprehensive and innovative program with which the educator will be able to delve into this topic, acquiring a high level of specialization in the different types of intelligence and Autism Spectrum Disorder.

It will include 450 hours of the best theoretical, practical, and additional material framed in a convenient 100% online format accessible from any device. In addition, all the content will be available for download from the beginning of the program so that you can also consult it at any time without coverage. This allows you to tailor the academic experience to your full availability.

The **Postgraduate Diploma in Neurodevelopment Disorders** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical cases presented by experts in Psychology
- ♦ 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
- ♦ 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



*A 100% online program designed and directed by experts in Psychology and Education aimed at improving the teaching skills of professionals like you"*

“

*You'll have 450 hours of the best additional content: high-quality images and videos, dynamic summaries of each unit, supplemental readings, and much more!”*

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 provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

*You will be able to work on curricular adaptation through real cases, putting your skills into practice and perfecting your teaching strategies.*

*A program that will allow you to learn the details of ASD: myths, stereotypes, truths, qualities, assessment guidelines, academic comorbidities, etc.*



# 02

# Objectives

The objective of this course is none other than to provide students with all the academic tools that will enable them to achieve their own goals in their professional sector. TECH and its team of experts have invested dozens of hours in creating a complete, up-to-date, comprehensive and top-quality qualification, adapted to the most demanding market specifications. Therefore, by completing the course, the specialist will have perfected their skills in teaching adapted to students with Neurodevelopmental Disorders.





“

*A Postgraduate Diploma adapted to the needs of today's teaching, with which you will achieve your highest academic goals in less time than you think"*



## General Objectives

---

- ♦ Review the history of psychology in the field of child and adolescent
- ♦ Know in detail the latest developments related to evaluation and diagnostic processes in the field in detail
- ♦ Develop a broad clinical management of the psychological tools that are currently obtaining the best results



*TECH's experience allows the creation of qualifications that exceed the expectations of its students thanks to their level of specialization and quality"*





## Specific Objectives

---

### Module 1. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family

- ♦ Get to know the influence of developmental contexts on childhood and adolescent psychopathologies
- ♦ Study the differences between the “autonomous self”, the “social self “ and the “family self”
- ♦ Know the characteristics that make a family pathological, the existing conflictive bonds and the influence of the family environment in the development of psychopathologies in the child
- ♦ Study the modulating risk and protective factors for child and adolescent mental health

### Module 2. Intelligence

- ♦ Know the history of the concept of intelligence
- ♦ Study and differentiate the authors and their theories on intelligence
- ♦ Investigate intervention programs related to learning abilities
- ♦ Know the method of evaluation and diagnosis of intelligences
- ♦ Know and differentiate the concept of intellectual disability and high abilities

### Module 3. Autism Spectrum Disorder

- ♦ Know the changes that have occurred in the diagnostic categorization of disorders on the autism spectrum
- ♦ Study the myths and truths of autism that exist in the world and that can cause stereotyping in children with ASD
- ♦ Knowing the possible theories on the origin of ASD
- ♦ Study the main intervention methods for children with ASD
- ♦ Learn the importance of early diagnosis in children with ASD



*A unique, key, and decisive educational experience to boost your professional development”*

03

# Course Management

This academic program includes the most specialized teaching staff in the current educational market. They are specialists selected by TECH to develop the whole syllabus. In this way, starting from their own existence and the latest evidence, they have designed the most up-to-date content that provides a guarantee of quality in such a relevant subject.





“

*TECH offers the most specialized teaching staff in the field of study. Enroll now and enjoy the quality you deserve”*

## International Guest Director

With a solid career in the field of **mental health**, Dr. Fairlee C. Fabrett is considered a true international reference. The expert has a prominent professional and research career, focused on improving the quality of **psychological care** in general, but with special emphasis on the approach to **child and adolescent patients**.

For more than a decade, the specialist has maintained a continuous link with the prestigious **McLean Hospital of Mass General Brigham**. At that institution, she has led several **clinical projects**. Among other roles, she has been involved in the **supervision** of innovative **treatment models**. Along with the rest of the team in the **Division of Child and Adolescent Psychiatry**, he has also implemented comprehensive, multidisciplinary work strategies to address disorders such as **Anxiety, Emotional and Mood Dysfunction**.

Her commitment to the training of other specialists has prompted her to develop an internship program for graduate students in Psychology. An academic training that not only aligns with the functions of McLean Hospital, but provides a holistic view on the most disruptive therapeutic trends. In addition, he is responsible for the adaptation and implementation of several outpatient treatment manuals, with significant therapeutic results.

At the same time, she runs a **Clinical Fellowship Program** designed to provide recent graduates with specific training to become **counselors** or **community residency coordinators**. Most of the graduates of this initiative have played a crucial role in supporting the **integration** and **motivation** of children and adolescents with mental health problems, both inside and outside McLean Hospital itself.

Also noteworthy is the **careful preparation** that Dr. Fabrett has sustained throughout her professional experience. A graduate of Arizona State University with a Ph.D. in **Clinical Psychology**, she has pursued advanced studies at Harvard University.



## Dr. Fabrett, Fairlee C.

---

- Director of the Division of Child and Adolescent Psychiatry at McLean Hospital, Belmont, USA
- Academic of Psychiatry at Harvard University
- Psychologist at Cambridge Health Alliance, Cambridge, Cambridge, UK
- Doctorate in Clinical Psychology from Arizona State University
- B.S. in Psychology from the University of Arizona
- Clinical Psychology Fellowship at Harvard Medical School, Harvard Medical School
- Academic Post-Doctoral Fellowship at McLean Hospital

“

*Thanks to TECH you will be able to learn with the best professionals in the world”*

03

# Structure and Content

TECH invests hundreds of hours in the development of each of its programs. For this reason, its qualifications are the result of the effort and perseverance of a team of experts who always strive to create the best content, adapted to the specifications of the sector, market demand and the immediate relevance of the subject matter. All of this is compiled in a convenient and accessible 100% online program that gives students the opportunity to organize their academic experience in a personalized way that is perfectly compatible with their work and personal life.





“

*This program includes a section dedicated exclusively to intervention programs related to intelligence and learning disorders so you can implement the best academic strategies in your practice”*

## Module 1. Developmental Contexts and Psychopathologies in Childhood and Adolescence. The Role of the Family

- 1.1. Developmental Contexts
  - 1.1.1. What Are Developmental Contexts?
  - 1.1.2. Types of Developmental Contexts
  - 1.1.3. Importance of Developmental Contexts in the Development of Childhood and Adolescent Psychopathology
- 1.2. Pathologies of the Microcontext, Pathology of the Mesocontext and Pathology of the Macrocontext
  - 1.2.1. Microcontext Pathologies
  - 1.2.2. Mesocontext Pathologies
  - 1.2.3. Macrocontext Pathologies
- 1.3. Autonomous Self, Social Self, Family Self
  - 1.3.1. Autonomous Self
  - 1.3.2. Social Self
  - 1.3.3. Family Self
- 1.4. Characteristics of the Pathological Family
  - 1.4.1. The Role of the Family in the Development of Psychopathologies
  - 1.4.2. Characteristics of the Pathological Family
  - 1.4.3. Influences of the Pathological Family on the Infant
- 1.5. Conflictive Bonds
  - 1.5.1. Introduction to the Bonding Concept
  - 1.5.2. Concept of Attachment
  - 1.5.3. Types of Conflicting Bonds
- 1.6. Type of Child and Sibling History
  - 1.6.1. Introduction to the Concept of Child in the Family
  - 1.6.2. Child Type
  - 1.6.3. The Role of Siblings in Normal and/or Pathological Development
- 1.7. Family Psychopathology and its Impact on the Infant
  - 1.7.1. Psychopathology in the Family
  - 1.7.2. Influence of Family Psychopathology in the Infant and Adolescent

- 1.8. Problematic Extrafamilial Environment
  - 1.8.1. Introduction to the Concept of Extrafamilial Environment vs. Intrafamilial Environment
  - 1.8.2. Problematic Types of Family Environments
- 1.9. Influence of Family Socioeconomic Status, Culture and Media
  - 1.9.1. Introduction to the Concept of Socioeconomic Position of the Family Member
  - 1.9.2. Influence of Culture in the Development of Pathologies in Children and Adolescents
  - 1.9.3. Influence of the Media in the Development of Pathologies in Children and Adolescents
- 1.10. Risk and Protective Factors for Mental Health in Childhood
  - 1.10.1. Introduction to the Concept of Modulatory Factors
  - 1.10.2. Risk Factors for Mental Health in Childhood
  - 1.10.3. Protective Factors for Mental Health in Childhood

## Module 2. Intelligence

- 2.1. History and Introduction to the Concept of Intelligence
  - 2.1.1. The Concept of Intelligence
  - 2.1.2. First Works on Intelligence
- 2.2. Multiple intelligences
  - 2.2.1. Concept of Multiple Intelligences
  - 2.2.2. Theory of Multiple Intelligences
- 2.3. Emotional Intelligence
  - 2.3.1. What is Emotional Intelligence?
  - 2.3.2. Main Theories on Emotional Intelligence
  - 2.3.3. Daniel Goleman's Figure
- 2.4. Assessment and Diagnosis
  - 2.4.1. Evaluation and Diagnosis of Intelligence
  - 2.4.2. Major Instruments for Measuring Intelligence
- 2.5. Intellectual Disability
  - 2.5.1. Concept of Intellectual Disability and Comorbidity with Other Mental Health Conditions
  - 2.5.2. Evaluation and Diagnosis of Intellectual Disability

- 2.6. Learning Disorders
  - 2.6.1. What are Learning Disorders?
  - 2.6.2. Main Learning Disorders
  - 2.6.3. Assessment and Diagnosis of Learning Disorders
- 2.7. High Abilities. Differential Diagnosis
  - 2.7.1. Introduction to the Concept of High Abilities
  - 2.7.2. Differential Diagnosis
  - 2.7.3. High Abilities in Autism
- 2.8. Intervention Programs
  - 2.8.1. Principles of the Intervention Programs Related to Intelligence and Learning Disorders
  - 2.8.2. Intervention Programs

### Module 3. Autism Spectrum Disorder

- 3.1. History and Evolution of the Autism Spectrum Disorder
  - 3.1.1. Autism Spectrum throughout History
  - 3.1.2. The Autism Spectrum Today
- 3.2. Myths About the Autism Spectrum Disorder
  - 3.2.1. Myths and Stereotypes on ASD
  - 3.2.2. The Truth About ASD
  - 3.2.3. Discrimination against patients with ASD vs. patients with Down Syndrome
- 3.3. Etiology and Diagnostic Categorization of Autism Spectrum Disorder
  - 3.3.1. Introduction to Etiology of ASD
  - 3.3.2. Main Theories on the Origin of ASD
  - 3.3.3. Categorization of ASD According to the DSM-5
  - 3.3.4. Positions on DSM-V Categorization
- 3.4. Family Atmosphere in the Psychopathology of the Autism Spectrum: Consequences, Family Adaptation
  - 3.4.1. Introduction to the Role of the Family in the Development of Children with ASD
  - 3.4.2. Protective and Risk Factors in the Family
  - 3.4.3. Consequences in the Family When a Member Has ASD

- 3.5. Evaluation Instruments for Diagnosis in Autism Spectrum Disorders
  - 3.5.1. Introduction to Assessment and Diagnosis of ASD
  - 3.5.2. Main Evaluation Instruments for the Diagnosis of ASD
  - 3.5.3. New Lines of Research
- 3.6. Comorbidity and Differential Diagnosis
  - 3.6.1. Introduction
  - 3.6.2. ASD Comorbidity
  - 3.6.3. ASD Differential Diagnosis
- 3.7. Intervention Method in Clinical Cases in Children and Adolescents With ASD
  - 3.7.1. Introduction to Intervention in ASD
  - 3.7.2. Main Intervention Methodologies
- 3.8. The Role of Early Care
  - 3.8.1. What is Early Care?
  - 3.8.2. Early Care in ASD
- 3.9. Intellectual Deficit and Autism Spectrum Disorders
  - 3.9.1. Introduction to the Concept of Intellectual Deficit
  - 3.9.2. Relationship Between ASD and Intellectual Deficit



*The time has come to make a decision. Go for TECH; your students and their families will thank you for it"*

04

# 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.





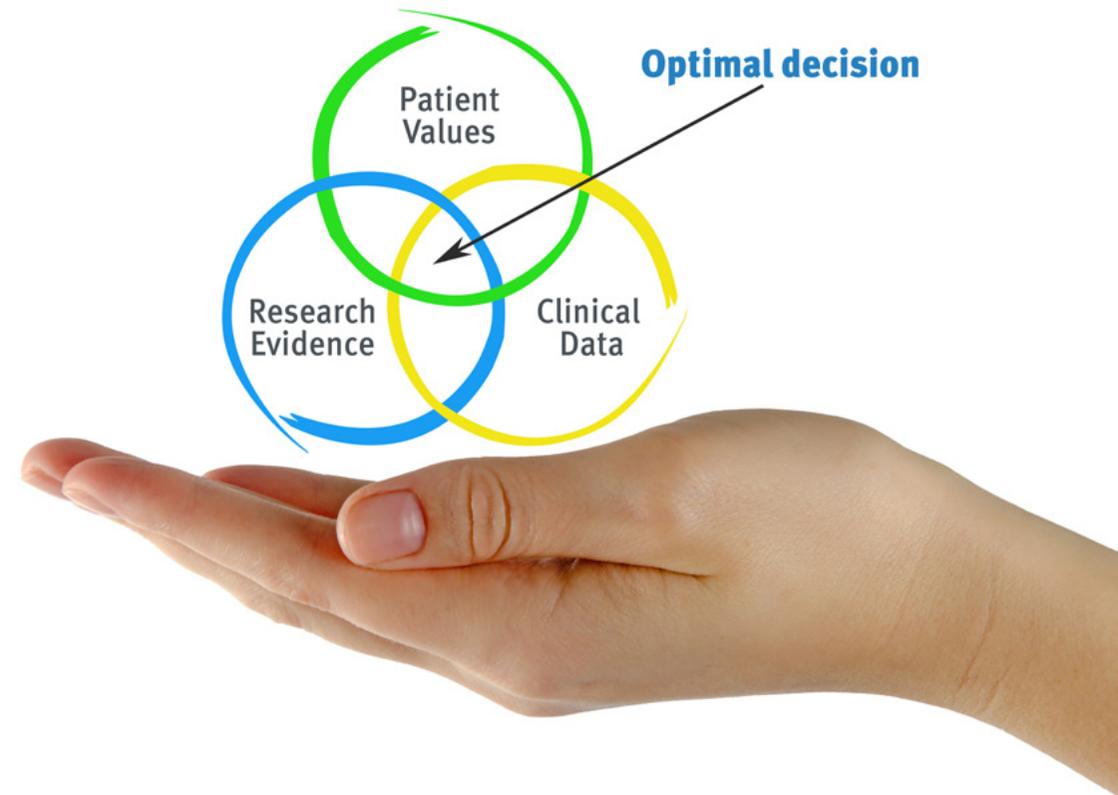
“

*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

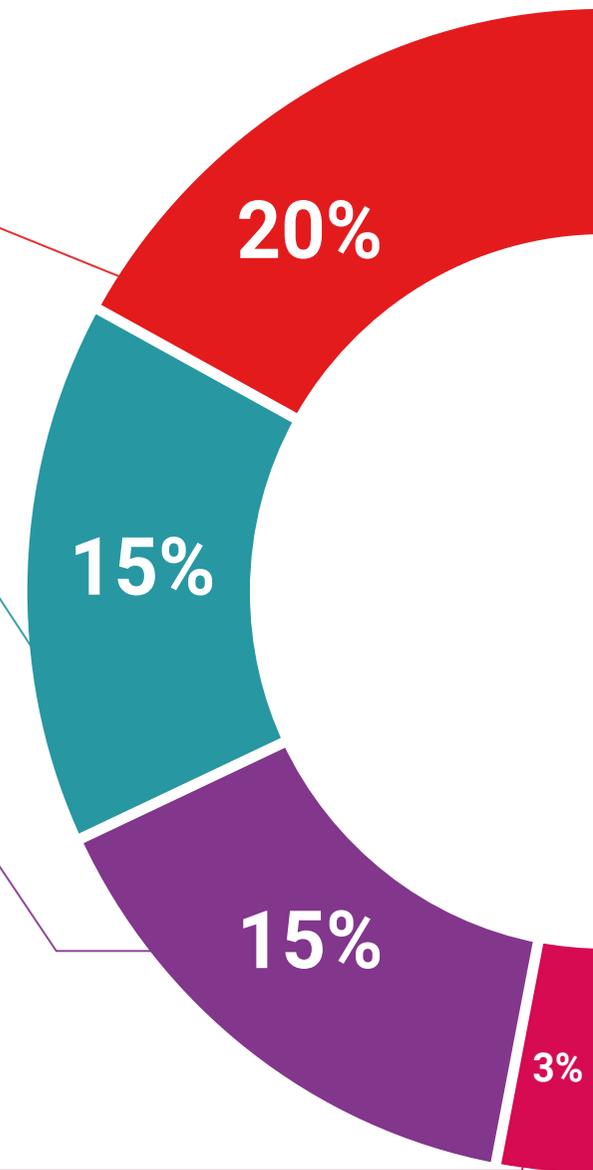
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.



05

# Certificate

The Postgraduate Diploma in Neurodevelopmental Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



“

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

This program will allow you to obtain your **Postgraduate Diploma in Neurodevelopment Disorders** 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.

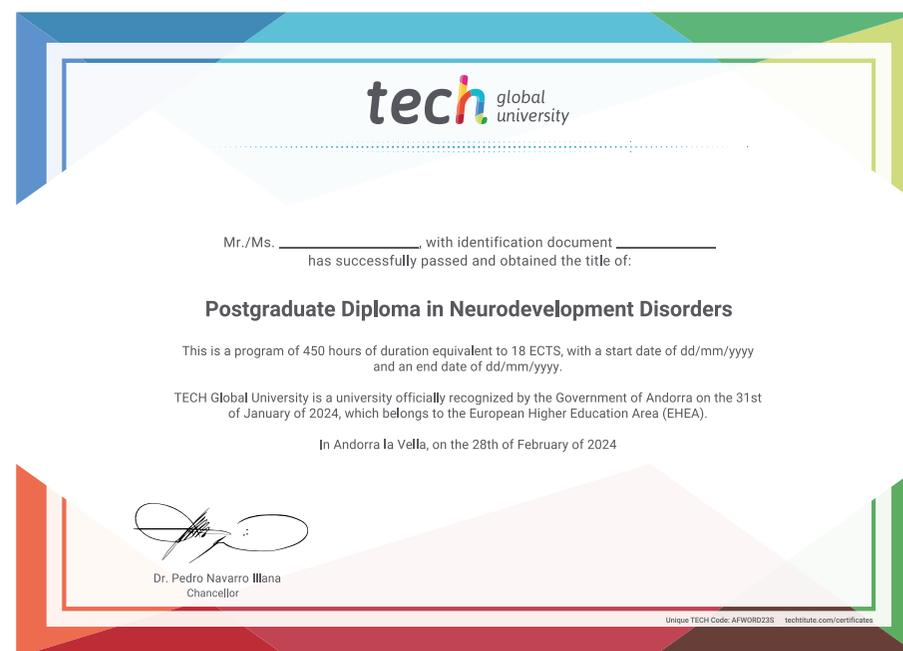
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Neurodevelopment Disorders**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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



## Postgraduate Diploma Neurodevelopment Disorders

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma Neurodevelopment Disorders

