Postgraduate Diploma
Motor Disorders, Eye and Hearing Problems

tech global university

tech global university

Postgraduate Diploma
Motor Disorders, Eye and Hearing Problems

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Accreditation: 1**8 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-motor-disorders-eye-hearing-problems

Index

01
Introduction
p. 4

02
Objectives
p. 8

03
Course Management
p. 12

04
Structure and Content
p. 16

05
Methodology
p. 26

06
Certificate
p. 34

01

Introduction

There are external aspects that affect people's learning and daily life, however, the most complex and of greatest impact are due to involuntary disorders produced by special conditions. In this way, motor disorders, eye problems and hearing problems severely affect a person's life and trajectory within the academic, family and social framework. Therefore, the teacher has to know the latest updates and advances in the sector, in order to identify the most recent techniques and methodologies for a correct education and personal growth. This is a 100% online program, with audiovisual material, complementary exercises and informative readings

This program is a complete update of knowledge, what are you waiting for to enroll and become your best professional version?"

Addressing special disorders in education is an imminent need, which is why teachers play an important role in the management of musculoskeletal diseases, eye and hearing problems. To this extent, the role of the educator is of utmost importance for the development of physical skills and the management of appropriate behavior in different social situations

Thus, it is essential to update knowledge in terms of educational techniques and methodologies, since the teachers have to identify students with motor problems and use education to overcome their difficulties and problems. Thus, by combining education and the different types of therapies for the management of skills, they will be able to maximize the physical abilities of their students

Finally, this Postgraduate Certificate will address specific aspects of the diseases that affect the locomotor system and that in turn have an impact on the senses of vision and hearing. This will help the professionals to perform a better praxis, so that their deployment in the classroom will demonstrate a broad knowledge and more than effective management of students with motor problems or difficulties. However, they will also acquire basic knowledge about therapies in the case of a medical emergency

Therefore, this program is presented as an opportunity for the professionals in the educational sector. With an innovative 100% online format, it will have the best academic features, specialist teachers in the field, highly efficient materials and the necessary content for today's industry

This **Postgraduate Diploma in Motor Disorders, Eye and Hearing Problems** contains the most complete and up-to-date Educational program on the market. Its most outstanding features are:

- Practical cases presented by experts in Motor Disorders, Eye and Hearing Problems
- The graphic, schematic and eminently practical contents of the book provide information and practice on those disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out 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

Stand out and be part of the best educators of the future, who contribute to the education of thousands of children, youth and adults"

Update your skills in neurological bases of development and learning and become an expert with the use of the most advanced educational tools"

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

Its multimedia content, developed with the latest educational technology, will provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. For this purpose, students will be assisted by an innovative, interactive video system created by renowned and experienced experts

Contributes to the special education of children with Motor Disorders and Eye and Hearing Problems

Take your knowledge to the maximum and learn about the management of diseases of the locomotor system to solve emergencies in the classroom

02

Objectives

TECH's main objective for this Postgraduate Diploma is to provide updated information to teachers, so that they can deepen in teaching techniques and methodologies for different social environments. In this way, the knowledge poured in this program aims to improve the skills of professionals and contribute with tools for a better management of people with Motor Disorders, Eye and Hearing Problems. Thus, through a series of specific and general objectives, the professionals will improve their qualities

TECH will provide you with the necessary tools to achieve your goals, so that you can reach the top of your career"

General Objectives

- Learn how Special Education has evolved, especially regarding international entities such as UNESCO
- Use a scientific vocabulary adjusted to the demands of the multiprofessional teams, participating in the coordination in the follow-up of the students
- Collaborate in supporting families / legal guardians in the development of students
- Participate in the assessment and diagnosis of special educational needs
- Elaborate the adaptations required by students with special educational needs
- Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- Learn the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students
- Establish measures both in the classroom, school and environment for students with special educational needs to enable their full inclusion in today's society

Specific Objectives

Module 1. Neurodevelopmental Disorders: Motor Disorders/Musculoskeletal System Diseases/Nervous System Diseases

- Know and define the different motor disorders
- Differentiate and recognize the incidences in the stages of development
- Use technical aids in the teaching and learning process of students with special motor needs
- Collaborate in the design of adapted spaces for wide use in the educational community
- Coordinate teaching teams for the appropriate use of prostheses and other technical aids

Module 2. Eye Diseases

- Define and know what the eye is, what its function or functions are, and what its possible diseases may be
- Understand the incidences in student developmental stages for their intervention
- Understand multiprofessional coordination with students, together with the required documentation and organization according to needs
- Understand social and individual intervention according to the stages of student development
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student illness

Module 3. Ear Diseases

- Define and know what the ear is, what its function or functions are, and what its possible diseases may be
- Classify and recognize the most relevant ear diseases for further evaluation and intervention
- Identify the neurological basis of development and learning in the developmental pyramid
- Know the incidences in student developmental stages for their intervention
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student illness

Reach your objectives and achieve your goals, take this program and reach the top of your career, knowing in depth the Motor Disorders, Eye and Hearing Problems, as well as their treatments from education"

03

Course Management

In its commitment to academic excellence, TECH has selected a highly qualified teaching staff. They are recognized experts in the field of special education, who throughout their careers have dealt with the learning of people with Motor Disorders, Eye and Hearing Problems. Thus, they pour into this program their experience and knowledge, which will enrich the educator's path and will help them to properly address the different challenges they face in the classroom with students in special cases

You will have at your disposal a syllabus of great educational value, which is composed of audiovisual material, complementary exercises and informative readings"

Management

Dr. Mariana Fernández, María Luisa

- Educational Guidance and Professor
- Head of Studies in CEPA Villaverde
- Head of the Guidance Department at Juan Ramón Jiménez Secondary School
- Educational counselor at the Department of Education of the Community of Madrid
- Teacher in postgraduate studies
- Speaker at Educational Guidance Congresses
- PhD in Education from the Autonomous University of Madrid
- Degree in Industrial Psychology from the Complutense University Madrid

Professors

Mr. Serra López, Daniel

- Special Education Technical Assistant at the Gil Gayarre Foundation
- Educational Technical Assistant in Special Education
- Educational Technical Assistant at Gil Gayarre Foundation
- Educnatur Special Education Monitor
- Special Education Teacher and Tutor at C.E.E. Virgen del Loreto
- Graduate in Primary Education by ESCUNI Magisterio University Center
- Professional Master's Degree in Inclusive Education and High Abilities from CEU Cardenal Herrera University
- Expert in Attention to students with Special Educational Needs in Secondary Education by CEU Cardenal Herrera University

Mr. Pérez Mariana, Julio Miguel

- Leisure and Leisure Monitor in Camps and Extracurricular Activities
- Swimming instructor
- Primary Education Teacher
- Superior Technician in Physical and Sports Activities Animation
- Technician in Conduction of Physical-Sports Activities
- Specialized Instructor Course for youngsters with special educational needs

Ms. Vílchez Montoya, Cristina

- Teacher in Primary Education, expert in Therapeutic Pedagogy
- Teacher in postgraduate university studies
- English teacher at *The Story Corner*
- Degree in Primary Education, Therapeutic Pedagogy specialization

Ms. Ruiz Rodríguez, Rocío

- Special Education Technical Assistant at the Gil Gayarre Foundation
- Educational technical assistant with expertise in Special Education
- Educational technical assistant at the Gil Gayarre Foundation
- Coordinator for events with children and young people
- Instructor in toy libraries and children's leisure centers
- Support service for children with special educational needs
- Graduate in Primary Education

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

04

Structure and Content

This syllabus was designed to meet the highest standards of academic demand, so it is full of audiovisual material, self-knowledge exercises and informative readings. All this was selected by the brightest minds in the industry, so that its content will be exclusive only for professionals who wish to take the program. In this way, they will have access to a broad compendium of information, which will serve and help them face the future challenges of the profession

This program will allow you to achieve your goals and improve your skills for the professional challenges you will face in the classroom"

Module 1. Neurodevelopmental Disorders: Motor Disorders/Musculoskeletal System Diseases/Nervous System Diseases

1.1. Concept and Definition of Motor Disorders/Diseases of the Musculoskeletal and Connective System
- 1.1.1. Definition of the Locomotor System
- 1.1.2. Functions of the Locomotor System
- 1.1.3. Importance of the Locomotor System
- 1.1.4. Development of the Locomotor System
- 1.1.5. Referred Disorders of the Locomotor System
- 1.1.6. Definition of the Musculoskeletal System
- 1.1.7. Functions of the Musculoskeletal System
- 1.1.8. Importance of the Musculoskeletal System
- 1.1.9. Development of the Musculoskeletal System
- 1.1.10. Disorders of the Muculoskeletal System
- 1.1.11. Definition of the Connective System
- 1.1.12. Functions of the Connective System
- 1.1.13. Importance of the Connective System
- 1.1.14. Development of the Connective System
- 1.1.15. Disorders of the Connective System

1.2. Classification of Motor Disorders/Musculoskeletal and Connective System Diseases
- 1.2.1. Relationship between DSM - V and ICD-10 Classifications between Motor Disorders and Skeletal System and Connective System Disorders
- 1.2.2. DSM-V Classification
- 1.2.3. Disorders Not Included in the DSM-V
- 1.2.4. ICD-10 Classification
- 1.2.5. Disorders Not Included in the ICD-10
- 1.2.6. The Need for Consensus between Both Classifications
- 1.2.7. DSM - V and ICD-10 Disorders in Common
- 1.2.8. Differences between DSM - V and ICD-10 Classifications
- 1.2.9. Contributions of the Differences Between the Classifications Between DSM-V and CIE-10 to the Work of the Teacher Specialist in Therapeutic Pedagogy for Teachers
- 1.2.10. Common Contributions of DSM - V and ICD-10 Classifications to the Work of the Teacher Specialist in Therapeutic Pedagogy

1.3. Incidences in Developmental Stages
- 1.3.1. Definition and Concept of Motor Developmental Stages
- 1.3.2. Definition and Concept of the Musculoskeletal and Connective Systems Developmental Stages
- 1.3.3. The Need to Unify the Stages
- 1.3.4. Milestones in Development
- 1.3.5. Embryo and Fetus Incidents: Consequences
- 1.3.6. First Year of Life Incidents: Consequences
- 1.3.7. Proximate-Distal Law Incidents: Consequences
- 1.3.8. Cephalo-Caudal Law Incidents: Consequences
- 1.3.9. Gait Incidents: Consequences
- 1.3.10. Other Incidents

1.4. Multiprofessional Coordination
- 1.4.1. Definition of Multiprofessional Coordination
- 1.4.2. The Need for Multiprofessional Coordination
- 1.4.3. Family as the Core of Multiprofessional Coordination
- 1.4.4. Diagnosing Disorders
- 1.4.5. Education Center Professionals: Coordination
- 1.4.6. Physiotherapist Intervention in and out of School
- 1.4.7. Orthoprosthetist Intervention in and out of School
- 1.4.8. Education Center External Professionals: Coordination
- 1.4.9. Coordination between Internal and External Professionals
- 1.4.10. The Teacher Specialist in Therapeutic Pedagogy as a Liaison between Professionals

1.5. Documentation and Organization According to Student Needs
- 1.5.1. Disorder Diagnosis Documentation
- 1.5.2. Disorder Revisions and Follow-up
- 1.5.3. Physiotherapist Documentation
- 1.5.4. Disorder Revisions and Follow-up by Physiotherapists
- 1.5.5. Orthotist Documentation

1.5.6. Disorder Revisions and Follow-up by Orthotists
1.5.7. School Documentation
1.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
1.5.9. Elaborating Individual Curricular Adaptation Documents
1.5.10. Individual Curricular Adaptation Document Follow-up

1.6. Educational Intervention According to Developmental Stage
1.6.1. Developmental Milestones for Educational Intervention
1.6.2. Diagnosis: Early Stimulation
1.6.3. Educational Intervention to Promote Cephalic Support
1.6.4. Educational Intervention to Promote Torso Support
1.6.5. Educational Intervention to Promote Support to Stand Upright
1.6.6. Educational Intervention to Promote Proximal-Distal Law
1.6.7. Educational Intervention to Promote Cephalic-Caudal Law
1.6.8. Educational Intervention to Promote Gait
1.6.9. Educational Intervention to Improve Hypotonia
1.6.10. Educational Intervention to Improve Hypotonia

1.7. Adapted Individual Tools and Supplies
1.7.1. Concept of School Activities
1.7.2. The Need for Preliminary Activities for Special Educational Needs Students
1.7.3. The Need for Final Activities for Special Educational Needs Students
1.7.4. Classroom Adaptation
1.7.5. School Adaptation
1.7.6. Tabletop Supplies
1.7.7. School Ambulation Supplies
1.7.8. School Recess Supplies
1.7.9. Food and Cleaning Supplies at School
1.7.10. Other Materials

1.8. Adapted Collective Tools and Supplies
- 1.8.1. Concept of Collective Tools and Supplies: The Need to Include Students
- 1.8.2. Tools and Supplies Classification According to the Setting
- 1.8.3. Tools and Supplies Classification According to Use
- 1.8.4. Classroom Supplies
- 1.8.5. School Supplies
- 1.8.6. Recess Area Supplies
- 1.8.7. Cafeteria and Bathroom Supplies
- 1.8.8. Information and Signs for Common Use
- 1.8.9. Adapting Common Spaces: Ramps and Elevators
- 1.8.10. Other Tools and Supplies

1.9. School-Based Socio-Community Intervention
- 1.9.1. Concept of Socio-Community Intervention
- 1.9.2. Justification of Socio-Community Intervention in Special Educational Needs Students
- 1.9.3. Coordinated Intervention by All Education Professionals at School
- 1.9.4. Coordinated intervention by Non-Teaching School Personnel
- 1.9.5. Coordinated Intervention with Class families
- 1.9.6. Intervention with External Resources: Extracurricular Outings
- 1.9.7. Intervention with External Cultural Resources: Zoos or Museums, and Others
- 1.9.8. Coordinated Intervention with Other Resources in the Immediate Surroundings: Library or Municipal Sports Center, and Others
- 1.9.9. Applying for Socio-Community Resources: Scholarships and Other Aid
- 1.9.10. Other Socio-Community Interventions

1.10. Evaluation and Prognosis
- 1.10.1. First Diagnosis: Family Reaction
- 1.10.2. Family Support in Accepting the Diagnosis
- 1.10.3. Information and Family Meetings
- 1.10.4. Information and Special Needs Student Meetings
- 1.10.5. School Intervention in Assessment: The Role of Specialized Teachers in Therapeutic Pedagogy for High School
- 1.10.6. Multiprofessional Intervention in the Evaluation
- 1.10.7. Joint Measures to Achieve the Best Prognosis
- 1.10.8. Programming a Multiprofessional Intervention Schedule
- 1.10.9. Intervention Review and Follow-up: Evaluation
- 1.10.10. Improvement Proposals for Multiprofessional Intervention

Module 2. Eye Diseases

2.1. Concept and Definition of the Eye and Its Diseases
- 2.1.1. Introduction to the Nervous System
- 2.1.2. Definition of the Eye and Function
- 2.1.3. Parts of the Eye
- 2.1.4. Description of the Visual Process
- 2.1.5. Image Formation
- 2.1.6. Normal and Binocular Vision
- 2.1.7. Visual Perception
- 2.1.8. Importance of the Visual System
- 2.1.9. Definition of Eye Diseases
- 2.1.10. Neuro-Ophthalmology

2.2. Classification of Eye Diseases
- 2.2.1. Congenital Diseases
- 2.2.2. Syndromes with Ocular Involvement
- 2.2.3. Colorblindness
- 2.2.4. Infectious Agents
- 2.2.5. Diseases Associated with Refraction Defects
- 2.2.6. Diseases Concerning the Neuroanatomy of the Eye (Cornea, Retina and Optic Nerve)
- 2.2.7. Amblyopia
- 2.2.8. Strabismus
- 2.2.9. Visual Impairment
- 2.2.10. Ocular Trauma

2.3. Neurological Basis for Development and Learning
- 2.3.1. Human Development Pyramid
- 2.3.2. Developmental Phases
- 2.3.3. Developmental Levels
- 2.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
- 2.3.5. General Outline of Neurodevelopment
- 2.3.6. Sensory and Perception Neurodevelopent in Childhood
- 2.3.7. Early Sensation Development
- 2.3.8. Color Perception Development
- 2.3.9. Perceptual Organization Development
- 2.3.10. Motion Perception

2.4. Incidents in Developmental Stages
- 2.4.1. Risk Factors in Developmental Stages
- 2.4.2. Development of the Visual System at Birth
- 2.4.3. Development of Sensory Systems during Infancy
- 2.4.4. Implications for Visual Attention
- 2.4.5. Implication for Visual Memory
- 2.4.6. Implications for Reading Skills
- 2.4.7. Influence of Vision on the Visuomotor System and its Development
- 2.4.8. Incidents in the Development of Reading Skills in the Learning Process
- 2.4.9. Incidents in the Development of Writing Skills in the Learning Process
- 2.4.10. Other Incidents

2.5. Multiprofessional Coordination
- 2.5.1. Teacher Specialized in Therapeutic Pedagogy for Teachers
- 2.5.2. Hearing and Speech Teacher Specialist
- 2.5.3. Special Education Monitors during Schooling
- 2.5.4. Educators
- 2.5.5. Curricular Support Teachers
- 2.5.6. Deafness and Blindness Mediators
- 2.5.7. Social Educators
- 2.5.8. Educational Guidance Teams
- 2.5.9. Specialized Educational Guidance Teams
- 2.5.10. Guidance Departments
- 2.5.11. Professional Eye Disease Doctors

2.6. Documentation and Organization According to Student Needs
- 2.6.1. Psychopedagogic Evaluation
- 2.6.2. Neuropsychopedagogic Reports
- 2.6.3. Ophthalmological Reports
- 2.6.4. Medical Documentation Specific to the Disease
- 2.6.5. Disorder Monitoring
- 2.6.6. School Documentation
- 2.6.7. Social Services
- 2.6.8. Social Organization
- 2.6.9. Center Organization
- 2.6.10. Classroom Organization
- 2.6.11. Family Organization

2.7. Educational Intervention According to Developmental Stages
- 2.7.1. Adaptations at the Education Center Level
- 2.7.2. Adaptations at the Classroom Level
- 2.7.3. Adaptations at the Personal Level
- 2.7.4. Computer Supplies
- 2.7.5. Educational Intervention in Early Childhood
- 2.7.6. Educational Intervention in Second Childhood
- 2.7.7. Educational Intervention in Maturity
- 2.7.8. Intervention to Promote Visual Capacity
- 2.7.9. Educational Intervention to Promote the Reading-Writing Process
- 2.7.10. Intervention with Families

2.8. Adapted Tools and Supplies
- 2.8.1. Tools to Work with Visually Impaired Students
- 2.8.2. Tools to Work with Visually Disabled Students
- 2.8.3. Adapted Individual Supplies
- 2.8.4. Adapted Collective Supplies
- 2.8.5. Visual Skills Programs
- 2.8.6. Adapting Curricular Elements
- 2.8.7. Adapting Shared Spaces
- 2.8.8. Tiflotecnología
- 2.8.9. Visual Technical Assistance
- 2.8.10. Visual Stimulation Programs

2.9. School-Based Socio-Community Intervention
- 2.9.1. Concept of Socio-Community Intervention
- 2.9.2. Student Body Schooling
- 2.9.3. Child Socialization
- 2.9.4. Extracurricular Outings
- 2.9.5. Family Circle
- 2.9.6. Relation Between Family and School
- 2.9.7. Peer-to-Peer Relationships
- 2.9.8. Leisure and Free Time
- 2.9.9. Professional training
- 2.9.10. Social Inclusion

2.10. Disease Evaluation and Prognosis
- 2.10.1. Signs of Visual Problems
- 2.10.2. Attitudinal Observation of the Student
- 2.10.3. Ophthalmologic examination
- 2.10.4. Psychopedagogic Evaluation
- 2.10.5. Assessing the Degree of Adjustment for Visual Disabilities
- 2.10.6. Differences Associated with Visual Pathology
- 2.10.7. Family Coexistence Analysis
- 2.10.8. Functional Vision Student Evaluation Test
- 2.10.9. Visual Stimulation Programs and Ranges
- 2.10.10. Visual Rehabilitation

Module 3. Ear Diseases

3.1. Concept and Definition of the Ear and Its Diseases
- 3.1.1. Introduction to the Nervous System
- 3.1.2. Definition of the Ear and Function
- 3.1.3. Parts of the Ear
- 3.1.4. General Neuroanatomical Basis of the Ear
- 3.1.5. Development of the Auditory System
- 3.1.6. Balance System
- 3.1.7. Description of the Auditory Process
- 3.1.8. Auditory Perception
- 3.1.9. Importance of the Auditory System
- 3.1.10. Definition of Ear Diseases

3.2. Classification of Ear Diseases
- 3.2.1. Congenital Diseases
- 3.2.2. Infectious Agents
- 3.2.3. Diseases of the Outter Ear
- 3.2.4. Diseases of the Middle Ear
- 3.2.5. Diseases of the Inner Ear
- 3.2.6. Hearing Loss Classification
- 3.2.7. Psychobiological Aspects of Hearing Loss
- 3.2.8. Ear Trauma

3.3. Neurological Basis for Development and Learning
- 3.3.1. Human Development Pyramid
- 3.3.2. Developmental Phases
- 3.3.3. Developmental Levels
- 3.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
- 3.3.5. General Outline of Neurodevelopment
- 3.3.6. Sensory and Perception Neurodevelopent in Childhood
- 3.3.7. Development of Auditory Processing Related to Language
- 3.3.8. Social Development

3.4. Incidents in Developmental Stages
- 3.4.1. Risk Factors in Developmental Stages
- 3.4.2. Development of the Hearing System at Birth
- 3.4.3. Development of Sensory Systems during Infancy
- 3.4.4. Influence of Hearing on Balance Development in the Early Stages of Learning
- 3.4.5. Communication Difficulties
- 3.4.6. Motor Coordination Difficulties
- 3.4.7. Influence on Attention
- 3.4.8. Functional Implications
- 3.4.9. Implications for Reading Skills
- 3.4.10. Emotional Incidents

3.5. Multiprofessional Coordination
- 3.5.1. Teacher Specialized in Therapeutic Pedagogy for Teachers
- 3.5.2. Hearing and Speech Teacher Specialist
- 3.5.3. Special Education Monitors during Schooling
- 3.5.4. Educators
- 3.5.5. Curricular Support Teachers
- 3.5.6. Sign Language Professional
- 3.5.7. Deafness and Blindness Mediators
- 3.5.8. Social Educators
- 3.5.9. Educational Guidance Teams
- 3.5.10. Specialized Educational Guidance Teams
- 3.5.11. Guidance Departments
- 3.5.12. Professional Eye Disease Doctors

3.6. Documentation and Organization According to Student Needs
- 3.6.1. Psychopedagogic Evaluation
- 3.6.2. Neuropsychopedagogic Reports
- 3.6.3. Medical Reports
- 3.6.4. Audiometries
- 3.6.5. Acumetry
- 3.6.6. Tympanometry
- 3.6.7. Supraliminal Tests
- 3.6.8. Stapedial Reflex
- 3.6.9. School Documentation
- 3.6.10. Center Organization
- 3.6.11. Classroom Organization
- 3.6.12. Social and Family Organization

3.7. Educational Intervention According to Developmental Stages
- 3.7.1. Adaptations at the Education Center Level
- 3.7.2. Adaptations at the Classroom Level
- 3.7.3. Adaptations at the Personal Level
- 3.7.4. Logopedic Intervention According to Developmental Stages
- 3.7.5. Educational Intervention in Early Childhood
- 3.7.6. Educational Intervention in Second Childhood

3.7.7. Educational Intervention in Maturity
3.7.8. Alternative and Augmentative Communication Systems
3.7.9. Intervention to Stimulate Auditory Capacity
3.7.10. Educational Intervention to Improve Linguistic Capacity
3.7.11. Intervention with Families

3.8. Adapted Tools and Supplies
3.8.1. Tools to Work with Visually Impaired Students
3.8.2. Tools to Work with Visually Disabled Students
3.8.3. Adapted Individual Supplies
3.8.4. Adapted Collective Supplies
3.8.5. Auditory Skills Programs
3.8.6. Adapting Shared Spaces
3.8.7. Adapting Curricular Elements
3.8.8. ICT Influences
3.8.9. Auditory Technical Assistance
3.8.10. Auditory Stimulation Programs

3.9. School-Based Socio-Community Intervention
3.9.1. Concept of Socio-Community Intervention
3.9.2. Student Body Schooling
3.9.3. Student Schooling
3.9.4. Child Socialization
3.9.5. Extracurricular Outings
3.9.6. Family Circle
3.9.7. Relation Between Family and School
3.9.8. Peer-to-Peer Relationships
3.9.9. Leisure and Free Time
3.9.10. Professional training
3.9.11. Social Inclusion

3.10. Disease Evaluation and Prognosis
- 3.10.1. Signs of Hearing Problems
- 3.10.2. Subjective Hearing Tests
- 3.10.3. Objective Hearing Tests
- 3.10.4. Psychopedagogic Evaluation
- 3.10.5. ENT Physician Evaluation
- 3.10.6. The Audiologist's Role
- 3.10.7. Speech Therapist Evaluation
- 3.10.8. Social Services Role
- 3.10.9. Family Coexistence Analysis
- 3.10.10. Applied

A program designed to measure your expectations, so you can delve into it and squeeze it to the maximum for your professional benefit"

05

Methodology

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

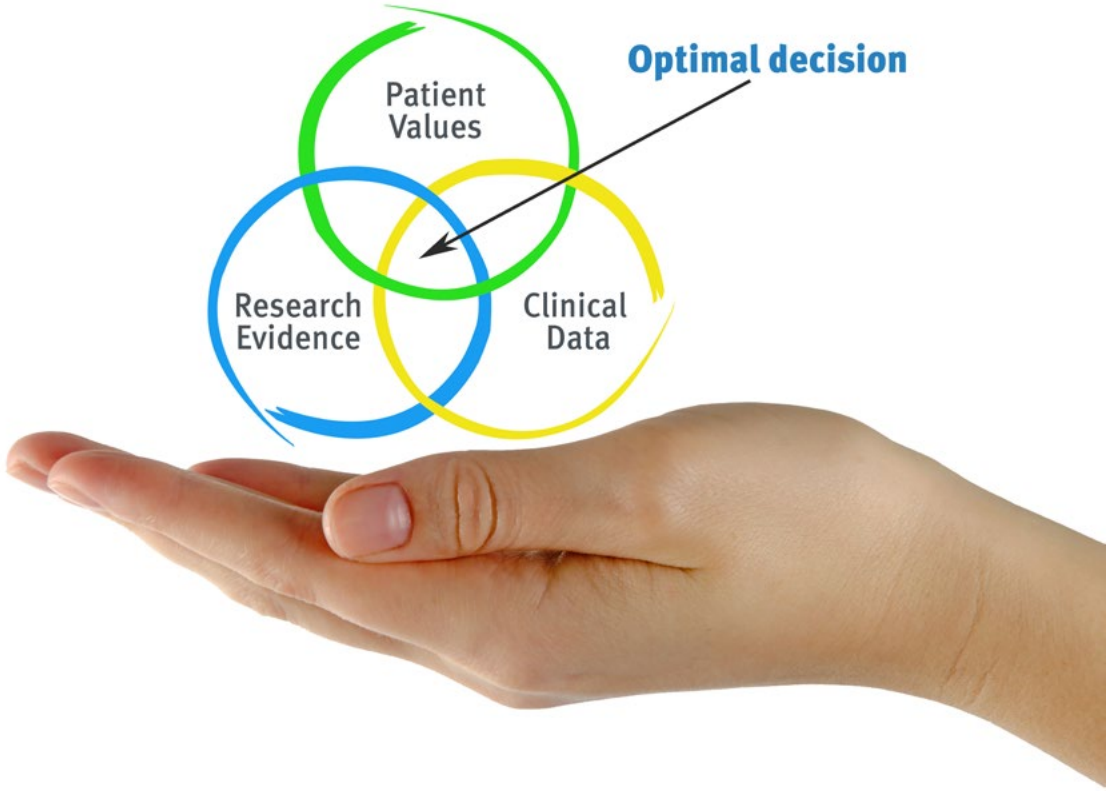
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

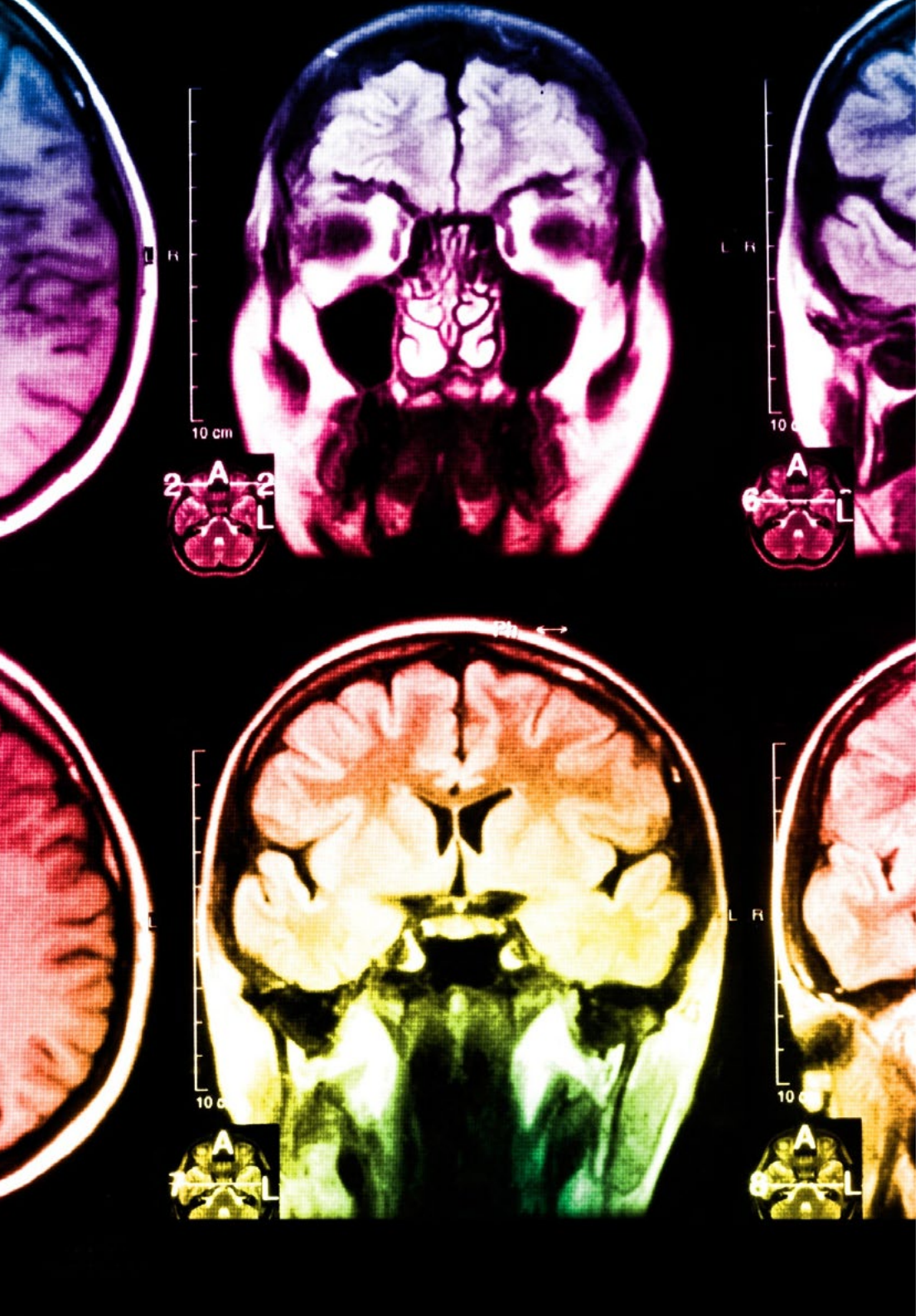
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

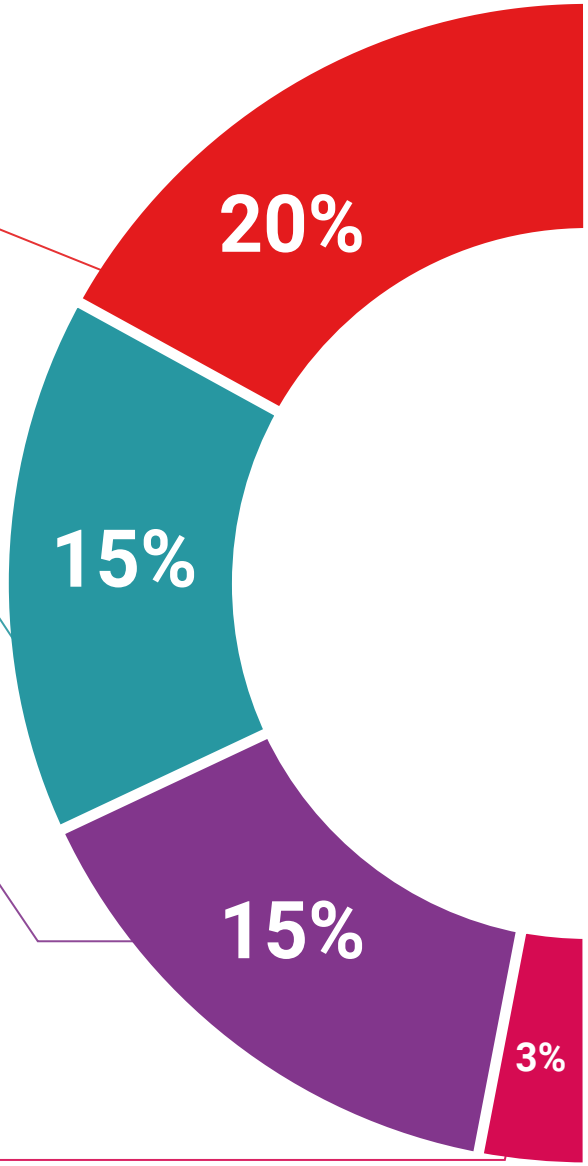
Interactive Summaries

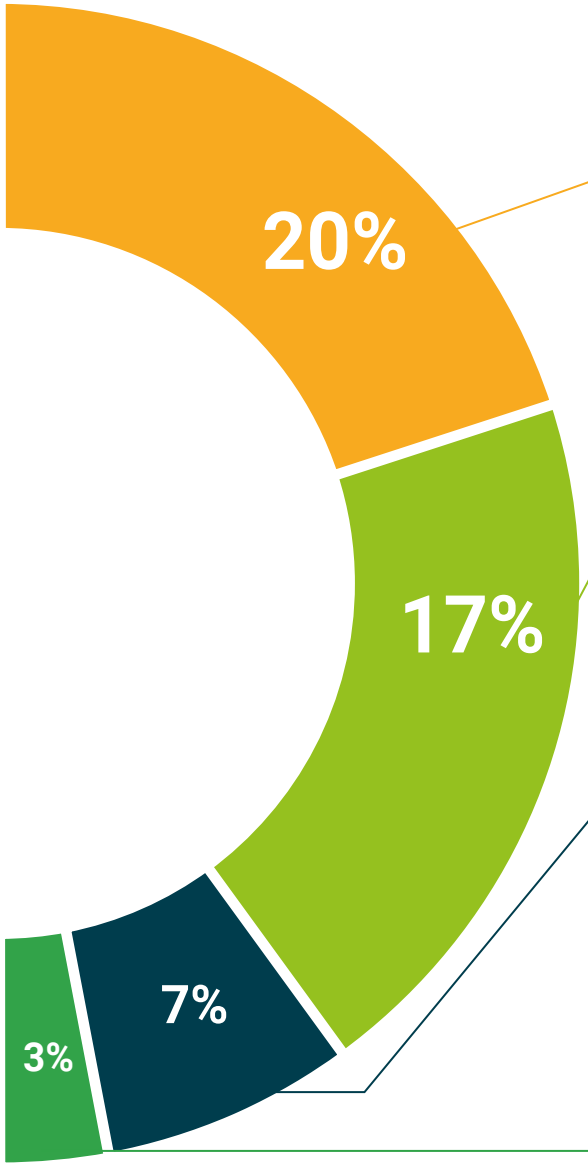
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Motor Disorders, Eye and Hearing Problems 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 private qualification will allow you to obtain a **Postgraduate Diploma in Motor Disorders, Eye and Hearing Problems** 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 Diploma in Motor Disorders, Eye and Hearing Problems**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**

tech global university

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

Postgraduate Diploma in Motor Disorders, Eye and Hearing Problems

This is a private qualification of 540 hours of duration equivalent to 18 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

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

*Apostille de La Haye. Dans le cas où l'étudiant demande que son diplôme sur papier soit obtenu avec l'Apostille de La Haye, TECH Global University prendra les mesures appropriées pour l'obtenir, moyennant un coût supplémentaire.

Postgraduate Diploma

Motor Disorders, Eye and Hearing Problems

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

Postgraduate Diploma
Motor Disorders, Eye and Hearing Problems

tech global university