

Postgraduate Diploma

Oral Language and Speech Disorders



Postgraduate Diploma Oral Language and Speech Disorders

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

Website: www.techtitute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-oral-language-speech-disorders

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01

Introduction to the Program

Oral Language and Speech Disorders are the consequence of various neurological conditions and can significantly affect the quality of life of patients. In this sense, early diagnosis and adequate intervention are crucial for a successful rehabilitation. For this reason, specialists need to incorporate the most innovative diagnostic and therapeutic methodologies applied to these conditions into their daily clinical practice in order to optimize the quality of life of patients. With this idea in mind, TECH has developed a revolutionary university program focused on Oral Language and Speech Disorders. In addition, it is based on a convenient 100% online modality.





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With this completely online Postgraduate Diploma, you will create personalized intervention plans that will optimize the general well-being of patients with Oral Language and Speech Disorders"

According to a new study conducted by the World Health Organization, approximately 10% of the adult global population experiences some form of language disorder during their lifetime, posing a challenge for healthcare systems worldwide. These conditions, ranging from aphasia to dysarthria, affect communication and social interaction. In response, professionals need to develop advanced competencies to design personalized intervention plans tailored to the specific needs of each patient.

In this context, TECH introduces an innovative Postgraduate Diploma in Oral Language and Speech Disorders. Created by renowned experts in the field, the academic program will delve into topics that cover everything from the neuropsychological foundations of language development disorders and advanced techniques for identifying conditions such as apraxia, to the creation of individualized therapies. As a result, graduates will design personalized therapeutic programs that will contribute to optimizing patients' quality of life.

Additionally, TECH has developed a rigorous academic qualification based on the revolutionary Relearning method. This educational system involves the reiteration of the key concepts of the syllabus to ensure a thorough understanding of the content. Accessibility is also a key factor, as graduates will only require an electronic device connected to the Internet to access the Virtual Campus and enjoy the contents of the course. Without doubt, an ideal opportunity for physicians to carry out an effective update in the demanding field of Language and Speech Disorders.

This **Postgraduate Diploma in Oral Language and Speech Disorders** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in Oral Language and Speech Disorders
- ♦ 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 the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies in medical practice
- ♦ 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 advanced skills to lead multidisciplinary teams, coordinating patient care and promoting the integration of diverse therapeutic approaches"

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You will lead exhaustive research projects that will contribute to the development of new techniques for addressing Language Disorders”

Its teaching staff includes professionals from the field of Oral Language and Speech Disorders, who bring their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

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

You will gain a deeper understanding of the use of clinical indicators to determine the effectiveness of therapeutic interventions

The Relearning system applied by TECH in its academic programs reduces the long hours of study so frequent in other teaching methods.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



02 Syllabus

The teaching materials that make up this Postgraduate Diploma have been designed by authentic references in Oral Language and Speech Disorders. The syllabus will delve into issues ranging from the fundamentals of linguistic components or the most innovative diagnostic techniques for identifying pathologies such as Aphasia to the design of personalized therapies. In this way, graduates will be able to design individualized interventions to optimize the quality of life of users.



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You will manage the complex process of treating language disorders, from the assessment and monitoring of results to modifying interventions as necessary”

Module 1. Developmental Language Disorder and Acquired Disorders

- 1.1. Introduction to the Development of Communication and Language
 - 1.1.1. Introduction and Objectives
 - 1.1.1.1. Purpose of the Subject
 - 1.1.1.2. Relationship between Language and Communication
 - 1.1.2. Conceptualization of Language
 - 1.1.2.1. Definition of Language
 - 1.1.2.2. Fundamental Characteristics of Language
 - 1.1.3. Modalities of Language
 - 1.1.3.1. Oral Language
 - 1.1.3.2. Written Language
 - 1.1.3.3. Non-Verbal Language
 - 1.1.3.4. Sign Language
 - 1.1.4. Linguistic Components: Structural and Metalinguistic
 - 1.1.4.1. Structural Components: Phonology, Morphology, Syntax, Semantics and Pragmatics
 - 1.1.4.2. Metalinguistic Components: Phonological Awareness, Implicit Grammar, etc.
 - 1.1.5. Language Functions
 - 1.1.5.1. Referential Function
 - 1.1.5.2. Expressive Function
 - 1.1.5.3. Appellative Function
 - 1.1.5.4. Metalinguistic Function
 - 1.1.5.5. Phatic Function
 - 1.1.6. Development of Language and Linguistic Components
 - 1.1.6.1. Stages of Language Development
 - 1.1.6.2. Acquisition of Linguistic Components
 - 1.1.7. Acquired Language Disorder
 - 1.1.7.1. Definition of Acquired Disorder
 - 1.1.7.2. Impact of Acquired Disorders on Language
 - 1.1.8. Approach to the Theoretical Model of Cognitive Neuropsychology for Understanding Acquired Language
 - 1.1.8.1. Theoretical Models of Cognitive Neuropsychology
 - 1.1.8.2. Relationship between Brain Functions and Acquired Disorders
- 1.2. Conceptualization of Language Development Disorders
 - 1.2.1. Introduction and Objectives
 - 1.2.1.1. Purpose of Understanding Developmental Disorders
 - 1.2.1.2. Objectives of the Treatment of Developmental Language Disorders
 - 1.2.2. Neuropsychological Bases of Developmental Language Disorders
 - 1.2.2.1. Brain Functions Involved in Language
 - 1.2.2.2. Relationship Between the Brain and Linguistic Development
 - 1.2.3. Developmental Language Disorders: Conceptualization
 - 1.2.3.1. Definition and General Characteristics
 - 1.2.3.2. Differences Between Developmental Disorders and Acquired Disorders
 - 1.2.4. Classification of Language Development Disorders
 - 1.2.4.1. Specific Language Disorders (SLD)
 - 1.2.4.2. General Language Disorder
 - 1.2.4.3. Other Related Disorders (Such as Dyslexia or Dysgraphia)
- 1.3. Simple Language Delay
 - 1.3.1. Introduction and Objectives
 - 1.3.1.1. General Description of Simple Delay
 - 1.3.1.2. Objectives of Diagnosis and Intervention
 - 1.3.2. Simple Language Delay: Definition
 - 1.3.2.1. Features of a Simple Language Delay
 - 1.3.2.2. Distinction between Simple Language Delay and Others Disorders
 - 1.3.3. Etiology
 - 1.3.3.1. Genetic Factors
 - 1.3.3.2. Environmental Factors
 - 1.3.4. Classification
 - 1.3.4.1. Delay in Expressive Language
 - 1.3.4.2. Delay in Comprehension Language
 - 1.3.5. Simple Language Delay: Language Difficulties
 - 1.3.5.1. Difficulties in Speech Production
 - 1.3.5.2. Difficulties in Comprehension
 - 1.3.6. Other Associated Difficulties
 - 1.3.6.1. Emotional and Social Difficulties
 - 1.3.6.2. Attention Disorders

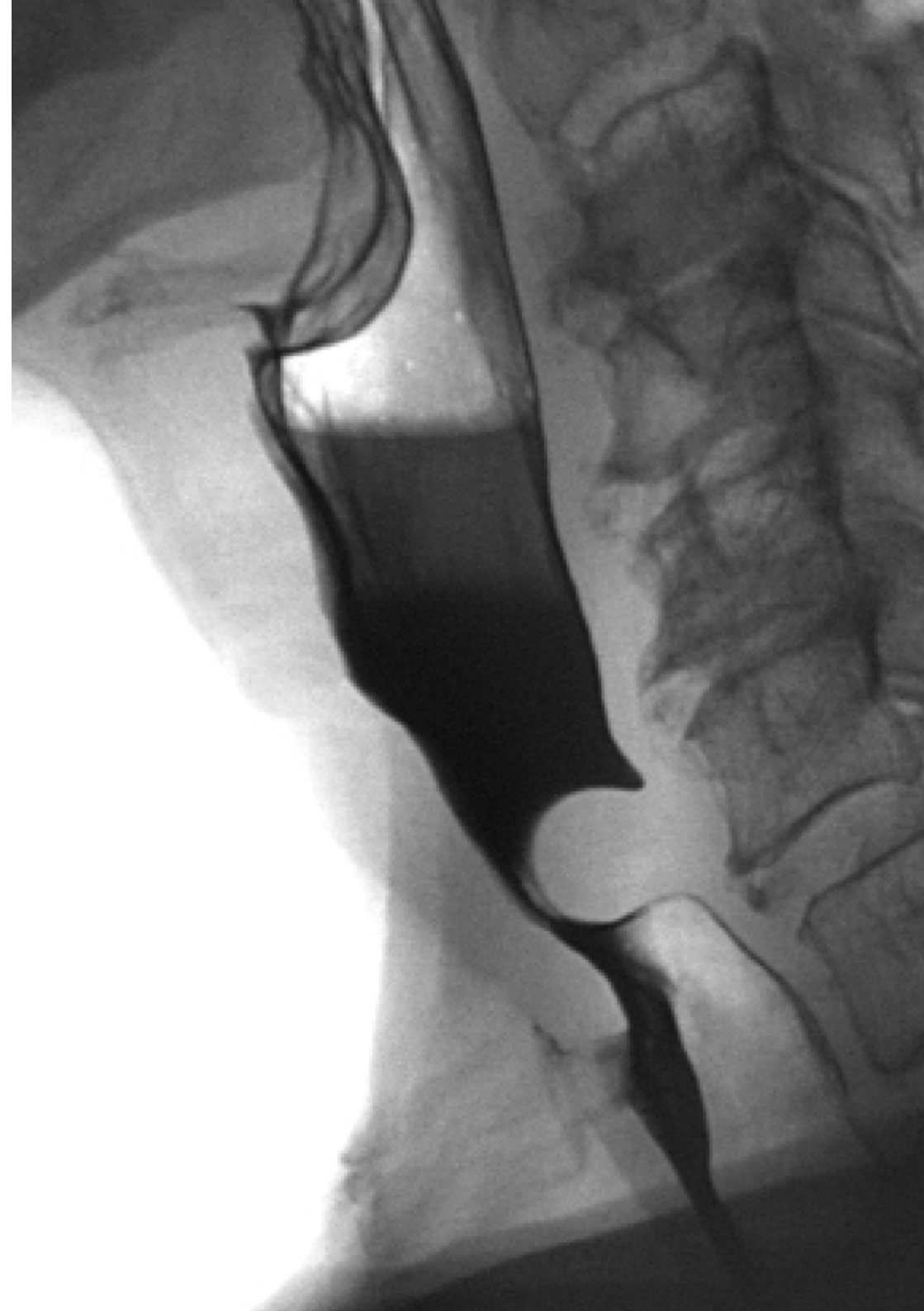
- 1.3.7. Simple Language Delay: Relevant Research
 - 1.3.7.1. Recent Research on Diagnosis and Intervention
- 1.4. Developmental Language Disorder
 - 1.4.1. Introduction and Objectives
 - 1.4.1.1. Purpose of Treating Developmental Language Disorder (DLD)
 - 1.4.1.2. Importance of Early Diagnosis
 - 1.4.2. Developmental Language Disorder: Definition
 - 1.4.2.1. Characteristics of DLD
 - 1.4.2.2. Differentiation from Other Language Disorders
 - 1.4.3. Etiology
 - 1.4.3.1. Genetic and Neurobiological Causes
 - 1.4.3.2. Environmental and Social Factors
 - 1.4.4. Classification
 - 1.4.4.1. Mild, Moderate and Severe DLD
 - 1.4.4.2. DLD with Comorbidities (such as ADHD)
 - 1.4.5. DLD: Language Difficulties
 - 1.4.5.1. Grammar and Syntax Deficiencies
 - 1.4.5.2. Problems in Vocabulary Acquisition
 - 1.4.6. Other Associated Difficulties
 - 1.4.6.1. Behavioral Disorders
 - 1.4.6.2. Emotional Disorders
 - 1.4.7. Recent Research
 - 1.4.7.1. Therapeutic Approaches and Advances in Intervention
- 1.5. Social Communication Disorder (Pragmatics) and Selective Mutism
 - 1.5.1. Introduction and Objectives
 - 1.5.1.1. General Description of Social Communication Disorder (SCD) and Selective Mutism
 - 1.5.1.2. Treatment Objectives for these Disorders
 - 1.5.2. SCD: Definition
 - 1.5.2.1. Characteristics of Social Communication Disorder
 - 1.5.2.2. Differentiation from other Autism Spectrum Disorders
 - 1.5.3. Etiology of SCD
 - 1.5.3.1. Genetic Factors
 - 1.5.3.2. Psychological and Social Factors
 - 1.5.4. SCD: Language Difficulties
 - 1.5.4.1. Difficulties in the Pragmatic and Social Use of Language
 - 1.5.4.2. Atypical Behavior in Social Interaction
 - 1.5.5. Other Associated Difficulties
 - 1.5.5.1. Social Anxiety
 - 1.5.5.2. Deficits in Conversation Skills
 - 1.5.6. SCD: Relevant Research
 - 1.5.6.1. Therapeutic Approaches and Treatment Evidence
 - 1.5.7. Selective Mutism: Definition
 - 1.5.7.1. Characteristics and Diagnosis of Selective Mutism
 - 1.5.8. Etiology of Selective Mutism
 - 1.5.8.1. Genetic and Environmental Factors
 - 1.5.8.2. Associated Comorbidities
 - 1.5.9. Linguistic and Communicative Difficulties of Selective Mutism
 - 1.5.9.1. Impact on Verbal Expression
 - 1.5.9.2. Difficulties in Interaction in Different Contexts
 - 1.5.10. Other Difficulties Associated with Selective Mutism
 - 1.5.10.1. Anxiety Disorders
 - 1.5.10.2. Social Isolation
 - 1.5.11. Selective Mutism: Relevant Research
 - 1.5.11.1. Evidence-Based Intervention Strategies
- 1.6. Acquired Language Disorder
 - 1.6.1. Introduction and Objectives
 - 1.6.1.1. Characteristics of Acquired Disorders
 - 1.6.1.2. Relevance of Studies of Acquired Disorders
 - 1.6.2. Acquired Language Disorders: Definition
 - 1.6.2.1. What are Acquired Disorders
 - 1.6.2.2. Differences with Developmental Disorders
 - 1.6.3. Acquired Language Disorders: Classification
 - 1.6.3.1. Aphasia
 - 1.6.3.2. Speech Apraxias
 - 1.6.3.3. Agnosias
 - 1.6.4. Relevant Research
 - 1.6.4.1. Advances in Cognitive Neuropsychology Applied to Acquired Disorders

- 1.7. Aphasia
 - 1.7.1. Introduction and Objectives
 - 1.7.1.1. General Description of Aphasias
 - 1.7.1.2. Objectives of Aphasia Treatment
 - 1.7.2. Aphasias: Definition
 - 1.7.2.1. Types of Aphasia: Broca's Aphasia, Wernicke's Aphasia, etc.
 - 1.7.2.2. Most Common Symptoms
 - 1.7.3. Etiology
 - 1.7.3.1. Neurological Causes (Stroke, Head Injuries)
 - 1.7.3.2. Predisposing Factors
 - 1.7.4. Aphasias: Classification
 - 1.7.4.1. Classification According to the Type of Aphasia
 - 1.7.4.2. Classification According to Level of Severity
 - 1.7.5. Aphasias: Main Linguistic Manifestations
 - 1.7.5.1. Difficulties in Speech Production
 - 1.7.5.2. Difficulties in Comprehension
 - 1.7.6. Other Associated Difficulties
 - 1.7.6.1. Dysarthria and Apraxia
 - 1.7.6.2. Emotional Disorders
 - 1.7.7. Recent Research
 - 1.7.7.1. Therapeutic Approaches and Current Results
- 1.8. Neurodegenerative Diseases
 - 1.8.1. Introduction and Objectives
 - 1.8.1.1. Definition of Neurodegenerative Diseases
 - 1.8.1.2. Objectives of Diagnosis and Intervention
 - 1.8.2. Neurodegenerative Diseases: Definition
 - 1.8.2.1. General Description of Diseases such as Alzheimer's, Multiple Sclerosis, etc.
 - 1.8.3. Etiology of Degenerative Diseases
 - 1.8.3.1. Genetic and Environmental Factors
 - 1.8.3.2. Pathological Mechanisms
 - 1.8.4. Classification of Degenerative Diseases
 - 1.8.4.1. Primary and Secondary Diseases
 - 1.8.4.2. Classification According to Brain Involvement
 - 1.8.5. Degenerative Diseases: Language Difficulties
 - 1.8.5.1. Associated Cognitive and Linguistic Difficulties
 - 1.8.5.2. Impact on Memory and Communication Skills
 - 1.8.6. Other Associated Difficulties: Apraxia and Agnosia
 - 1.8.6.1. Definition of Apraxia
 - 1.8.6.2. Impact of Agnosias on the Recognition and Use of Language
 - 1.8.7. Relevant Research
 - 1.8.7.1. Treatment and Rehabilitation Strategies
- 1.9. Assessment and Diagnosis in Language Disorders
 - 1.9.1. Introduction and Objectives
 - 1.9.1.1. Importance of Early Assessment
 - 1.9.1.2. Objectives of a Comprehensive Diagnostic Assessment
 - 1.9.2. Assessment Methods
 - 1.9.2.1. Standardized Tests
 - 1.9.2.2. Clinical and Observational Assessment
 - 1.9.3. Diagnostic Tools
 - 1.9.3.1. Questionnaires and Interviews
 - 1.9.3.2. Specific Tests for Developmental and Acquired Disorders
 - 1.9.4. Interpretation of the Results
 - 1.9.4.1. How to Integrate the Results into an Intervention Plan
- 1.10. Intervention Strategies for Language Disorders
 - 1.10.1. Introduction and Objectives
 - 1.10.1.1. Objectives of the Speech Therapy Intervention
 - 1.10.1.2. Evidence-based Therapeutic Methods
 - 1.10.2. Therapeutic Approaches to Developmental Disorders
 - 1.10.2.1. Language and Cognitive Therapies
 - 1.10.2.2. Early Intervention
 - 1.10.3. Therapeutic Approaches to Developmental Disorders
 - 1.10.3.1. Rehabilitation in Aphasia
 - 1.10.3.2. Interventions in Neurodegenerative Diseases
 - 1.10.4. Assessment of the Effectiveness of the Intervention
 - 1.10.4.1. Measurement of Results
 - 1.10.4.2. Adjustments and Adaptations in Treatment

Module 2. Speech Therapy Intervention in Oral Language Disorders

- 2.1. Introduction to the Intervention of Oral Language in Neurodevelopmental Disorders
 - 2.1.1. Theoretical Approach to Neurodevelopmental Disorders
 - 2.1.1.1. Concept and Classification of Neurodevelopmental Disorders
 - 2.1.1.2. Associated Biological and Genetic Factors
 - 2.1.1.3. Diagnostic Approaches to Neurodevelopmental Disorders
 - 2.1.1.4. Implications of Neurodevelopment on Language and Cognition
 - 2.1.2. Communication Disorders
 - 2.1.2.1. Definition and Types of Communication Disorders
 - 2.1.2.2. Speech Disorders vs. Language Disorders
 - 2.1.2.3. Impact of Communication Disorders on Daily Life
 - 2.1.2.4. Relationship between Communication Disorders and Neurodevelopment
 - 2.1.3. Autism Spectrum Disorders (ASD)
 - 2.1.3.1. Main Characteristics of ASD
 - 2.1.3.2. Causes and Risk Factors of ASD
 - 2.1.3.3. Diagnosis and Assessment of ASD
 - 2.1.3.4. Impact of ASD on Social Communication Skills
 - 2.1.4. Attention Deficit Hyperactivity Disorder (ADHD)
 - 2.1.4.1. Definition and Subtypes of ADHD
 - 2.1.4.2. Causes and Factors Associated with ADHD
 - 2.1.4.3. Assessment and Diagnosis of ADHD
 - 2.1.4.4. Consequences of ADHD on Language Development
 - 2.1.5. Intellectual Development Disorders (IDD)
 - 2.1.5.1. Definition and Classification of IDD
 - 2.1.5.2. Diagnosis of IDD and Psycho-Educational Assessment
 - 2.1.5.3. Language Characteristics in People with IDD
 - 2.1.5.4. Impact of IDD on Social Interaction and Communication
- 2.2. Intervention in Language Development Disorder (SLD/DLD)
 - 2.2.1. Definition and Characteristics of SLD/DLD
 - 2.2.1.1. Risk Factors and Causes of SLD/DLD
 - 2.2.1.2. Importance of Early Intervention
 - 2.2.1.3. General Objectives of Intervention in SLD/DLD
 - 2.2.2. Planning and Objectives of Intervention
 - 2.2.2.1. Initial Assessment and Setting of Therapeutic Objectives
 - 2.2.2.2. Adaptation of Objectives According to the Patient's Profile
 - 2.2.2.3. Planning of Sessions and Timing
 - 2.2.2.4. Evaluation of Progress and Adjustments to the Intervention
 - 2.2.3. General Intervention Strategies and Techniques
 - 2.2.3.1. Approaches Based on the Ecological Model
 - 2.2.3.2. Stimulation Techniques and Positive Reinforcement
 - 2.2.3.3. Use of Visual Materials and Technological Aids
 - 2.2.3.4. Play Therapies and Their Applicability in SLD/DLD
 - 2.2.4. Early Language Intervention: Late Talkers
 - 2.2.4.1. Early Identification of Late Talkers
 - 2.2.4.2. Specific Strategies for Late Talkers
 - 2.2.4.3. Implications of Early Intervention in Language Development
 - 2.2.4.4. Collaboration with the Family and the School Environment
 - 2.2.5. Intervention in the Phonetic-Phonological Dimension
 - 2.2.5.1. Techniques to Improve Sound Production
 - 2.2.5.2. Addressing Phonological Disorders
 - 2.2.5.3. Use of Auditory Discrimination in Intervention
 - 2.2.5.4. Activities to Promote Phonological Awareness
 - 2.2.6. Intervention in the Morphosyntactic Dimension
 - 2.2.6.1. Stimulation of Grammatical Structures in SLD/DLD
 - 2.2.6.2. Techniques to Improve Morphosyntactic Comprehension and Production
 - 2.2.6.3. The Role of Repetition and Expansion in Intervention
 - 2.2.6.4. Assessment and Adjustment of Morphosyntactic Objectives
 - 2.2.7. Intervention in the Lexical-Semantic Dimension
 - 2.2.7.1. Techniques for Vocabulary Acquisition
 - 2.2.7.2. Stimulation of the Appropriate Use of Words
 - 2.2.7.3. The Role of Semantic Associations in the Intervention
 - 2.2.7.4. Assessment of Lexical-Semantic Progress

- 2.2.8. Intervention on the Narrative
 - 2.2.8.1. Approach of Narrative Structures in SLD/DLD
 - 2.2.8.2. Techniques to Promote Cohesion and Narrative Coherence
 - 2.2.8.3. Use of Storytelling Activities
 - 2.2.8.4. Assessment of Narrative Development in the Patient
- 2.3. Speech and Language Therapist Intervention Aimed at the Family and School Environment
 - 2.3.1. General Impact of SLD/DLD on Child Development
 - 2.3.1.1. Objectives of Family and School Intervention
 - 2.3.1.2. The Role of the Speech and Language Therapist in Multidisciplinary Intervention
 - 2.3.1.3. Importance of Early Intervention in the Family and School Environment
 - 2.3.2. Impact on the Family Context and Intervention at Different Stages
 - 2.3.2.1. Impact of SLD/DLD on Family Dynamics
 - 2.3.2.2. Intervention in Early Childhood: Parents as Key Agents
 - 2.3.2.3. Approach in Middle Childhood and Early Adolescence
 - 2.3.2.4. Support Strategies for Parents of Children with SLD/DLD
 - 2.3.3. Impact and Intervention in the School Context
 - 2.3.3.1. Identification of Needs in the School Context
 - 2.3.3.2. Collaboration between Speech Therapists and Educators
 - 2.3.3.3. Pedagogical Strategies for Students with SLD/DLD
 - 2.3.3.4. School Inclusion and Curricular Adaptation for Children with SLD/DLD
- 2.4. Intervention in Autism Spectrum Disorder (ASD)
 - 2.4.1. Definition of ASD and its Impact on Communication
 - 2.4.1.1. General Objectives of Intervention in ASD
 - 2.4.1.2. Approaches Focused on Language Development in ASD
 - 2.4.1.3. The Role of the Speech and Language Therapist in ASD Intervention
 - 2.4.2. Planning and Objectives of Intervention
 - 2.4.2.1. Diagnostic Assessment in Children with ASD
 - 2.4.2.2. Establishment of Personalized Therapeutic Objectives
 - 2.4.2.3. Timing of the Intervention
 - 2.4.2.4. Methods of Monitoring and Assessment of Progress



- 2.4.3. Intervention Program Strategies
 - 2.4.3.1. Strategies Focused on Social Communication
 - 2.4.3.2. Intervention Techniques in Social Interaction
 - 2.4.3.3. Use of Visual Supports and Technological Aids
 - 2.4.3.4. Therapy Based on Play and Structured Learning
- 2.4.4. Intervention in Verbal ASD
 - 2.4.4.1. Addressing Difficulties in Expressive Language
 - 2.4.4.2. Techniques to Improve Verbal Fluency
 - 2.4.4.3. Stimulation of Verbal Comprehension
 - 2.4.4.4. Use of Narration and Description in Verbal Development
- 2.4.5. Intervention in Non-Verbal ASD
 - 2.4.5.1. Strategies for the Stimulation of Non-Verbal Communication
 - 2.4.5.2. Use of Augmentative and Alternative Communication Systems (AACs)
 - 2.4.5.3. Techniques for Promoting Gestural and Visual Communication
 - 2.4.5.4. Assessment of Non-Verbal Communication in Children with ASD
- 2.5. Specific ASD Intervention Programs
 - 2.5.1. Purpose of ASD Intervention Programs
 - 2.5.1.1. Different Therapeutic Approaches to ASD
 - 2.5.1.2. Evaluation of Intervention Programs
 - 2.5.1.3. Specific Objectives of ASD Intervention
 - 2.5.2. Behavioral Interventions: ABA, LOOVAS, PRT (Pivotal Response Training)
 - 2.5.2.1. Principles of Behavior Intervention
 - 2.5.2.2. ABA: Applied Behavior Analysis and its Effectiveness in ASD
 - 2.5.2.3. LOOVAS: Technique Based on Behavior Modification
 - 2.5.2.4. PRT: Core Areas Response Training and its Use in children with ASD
 - 2.5.3. Developmental Interventions: DIR/Floortime, Relationship Development Intervention (RDI)
 - 2.5.3.1. DIR/Floortime Approach: Interaction and Emotional Development
 - 2.5.3.2. RDI: Intervention in Communication and Social Relationships
 - 2.5.3.3. Integration of Developmental Strategies in Intervention
 - 2.5.3.4. Assessment of the Effectiveness of Developmental Interventions
 - 2.5.4. Family-Based Intervention: PACT, HANEN
 - 2.5.4.1. PACT Model: Program of Intervention for Affective Communication
 - 2.5.4.2. HANEN Model: Supports Communication in the Family Environment
 - 2.5.4.3. Benefits of Family Interventions in ASD
 - 2.5.4.4. Strategies for Training Parents and Caregivers
 - 2.5.5. Combined Intervention: JASPER, PECS, TEACCH
 - 2.5.5.1. JASPER: Model Based on Social Interaction and Language
 - 2.5.5.2. PECS: Picture Exchange Communication System
 - 2.5.5.3. TEACCH: Treatment and Education of Autistic and Related Communication Handicapped Children
 - 2.5.5.4. Integration of Combined Programs for Comprehensive Intervention
- 2.6. Speech Therapy Intervention with a Family and School Approach in ASD
 - 2.6.1. Overall Impact of ASD on the Life of the Individual
 - 2.6.1.1. General Objectives of Intervention in the Family and School Environment
 - 2.6.1.2. Role of the Speech Therapist in the Intervention with Children with ASD
 - 2.6.1.3. Intervention Strategies in the Family and School Environment
 - 2.6.2. Impact on the Family Context and Intervention
 - 2.6.2.1. Effects of ASD on the Family Structure
 - 2.6.2.2. Emotional Support and Psychoeducation for Families
 - 2.6.2.3. Intervention Techniques in the Different Stages of Development
 - 2.6.2.4. Collaboration between Speech Therapist and Family in the Therapeutic Process
 - 2.6.3. Repercussions and Intervention in the School Context: Needs and Supports
 - 2.6.3.1. Curricular Adaptation for Students with ASD
 - 2.6.3.2. Strategies to Facilitate School Inclusion
 - 2.6.3.3. Training and Support for Classroom Educators
 - 2.6.3.4. Collaboration between Speech Therapists and Teachers in the School Environment
 - 2.6.4. ASD in Adolescence and Adulthood
 - 2.6.4.1. Characteristics of ASD in Adolescence
 - 2.6.4.2. Promoting Autonomy and Self-Regulation in Adolescence
 - 2.6.4.3. Challenges in the Transition to Adulthood
 - 2.6.4.4. Intervention Strategies for Adults with ASD
 - 2.6.4.5. Social and Labor Inclusion of Adults with ASD

- 2.7. Intervention in Attention Deficit Hyperactivity Disorder (ADHD)
 - 2.7.1. Definition and Subtypes of ADHD
 - 2.7.1.1. General Objectives of Intervention in ASD
 - 2.7.1.2. Characteristics of ASD and its Impact on Communication
 - 2.7.1.3. Assessment and Diagnosis of ADHD
 - 2.7.2. Planning and Objectives of Intervention
 - 2.7.2.1. Diagnostic Assessment and Setting of Objectives
 - 2.7.2.2. TDAH-Based Intervention Methods
 - 2.7.2.3. Intervention Timing in ADHD
 - 2.7.2.4. Timing of Intervention in ADHD
 - 2.7.3. Early Intervention
 - 2.7.3.1. Early Identification of ADHD
 - 2.7.3.2. Intervention Approaches at Pre-school Level
 - 2.7.3.3. Impulse Control and Attention Management Techniques
 - 2.7.3.4. Collaboration with Family and School in Early Intervention
 - 2.7.4. Oral Language Intervention
 - 2.7.4.1. Techniques to Improve Attention in Communication
 - 2.7.4.2. Expressive and Comprehension Language Development Strategies
 - 2.7.4.3. Use of Reinforcers in Language Intervention
 - 2.7.4.4. Assessment of Progress in Oral Communication
 - 2.7.5. Reading Intervention
 - 2.7.5.1. Strategies to Improve Reading Attention
 - 2.7.5.2. Approach to Difficulties in Reading Comprehension
 - 2.7.5.3. Motivational and Reinforcement Techniques in Reading
 - 2.7.5.4. Assessment and Monitoring of Reading Progress
 - 2.7.6. Intervention in Writing
 - 2.7.6.1. Development of Writing Skills in Children with ADHD
 - 2.7.6.2. Techniques to Improve Organization and Structure in Writing
 - 2.7.6.3. Use of Visual and Technological Aids in Writing
 - 2.7.6.4. Assessment of Progress in Writing Skills
- 2.8. Speech Therapy Intervention with a Family and School Approach
 - 2.8.1. Impact of ADHD on Daily Life
 - 2.8.1.1. Objectives of Family and School Intervention in ADHD
 - 2.8.1.2. The Role of the Speech Therapist in Addressing ADHD
 - 2.8.1.3. Repercussions of ADHD on Behavior and Social Relationships
 - 2.8.2. Impact on the Family Context and Intervention
 - 2.8.2.1. Behavior Management Strategies at Home
 - 2.8.2.2. Emotional Support Techniques for Parents
 - 2.8.2.3. Collaboration With the Family in the Intervention Process
 - 2.8.2.4. Assessment of the Family Environment in Treatment
 - 2.8.3. Impact and Intervention in the School Context
 - 2.8.3.1. Adapting the Classroom for Children with ADHD
 - 2.8.3.2. Strategies for Improving Attention and Behavior in the Classroom
 - 2.8.3.3. Supporting Educators in Addressing ADHD
 - 2.8.3.4. Assessment and Monitoring of Strategies in the School Context
 - 2.8.4. ADHD in Adolescence and Adulthood
 - 2.8.4.1. Characteristics of ADHD in Adolescents
 - 2.8.4.2. Challenges in Adolescence and Transition to Adulthood
 - 2.8.4.3. Intervention in Social Skills and Communication in Adults with ADHD
 - 2.8.4.4. Strategies for Adaptation in Work and Personal Life
- 2.9. Intervention in Intellectual Developmental Disorder (IDD)
 - 2.9.1. Definition of Intellectual Developmental Disorder (IDD)
 - 2.9.1.1. General Characteristics and Types of IDD
 - 2.9.1.2. Diagnostic Assessment in IDD
 - 2.9.1.3. General Objectives of Intervention in IDD
 - 2.9.2. Planning and Objectives of Intervention
 - 2.9.2.1. Assessment of Individual Needs in the IDD
 - 2.9.2.2. Establishing of Short, Medium and Long-Term Objectives
 - 2.9.2.3. Planning the Intervention According to the Level of Cognitive Development
 - 2.9.2.4. Timing of the Intervention to Improve the Prognosis

- 2.9.3. Oral Language Intervention
 - 2.9.3.1. Intervention Strategies in Oral Expression and Comprehension
 - 2.9.3.2. Language Stimulation Techniques in DLD
 - 2.9.3.3. Use of Visual and Gestural Resources for Communication
 - 2.9.3.4. Assessment Progress in Oral Language Disorders
- 2.9.4. General Intervention Strategies and Techniques
 - 2.9.4.1. Use of Game-based Therapies for Children with IDD
 - 2.9.4.2. Structured Teaching Techniques to Improve Cognitive Skills
 - 2.9.4.3. Implementation of Individualized Teaching
 - 2.9.4.4. Assessment and Monitoring of Intervention in IDD
- 2.9.5. Speech Therapy Intervention with a Family and School Approach in ASD
 - 2.9.5.1. Emotional Impact of IDD on the Family
 - 2.9.5.2. Support and Training for Parents in Managing IDD
 - 2.9.5.3. Strategies to Improve Family Communication
 - 2.9.5.4. Teamwork with Other Professionals in the Family Context
- 2.9.6. Impact and Intervention in the School Context
 - 2.9.6.1. Curricular Adaptations for Children with IDD
 - 2.9.6.2. Strategies for the Inclusion of Students with IDD in the Classroom
 - 2.9.6.3. Support for Teachers in Working with Students with IDD
 - 2.9.6.4. Assessment of the Effectiveness of School Adaptations
- 2.9.7. IDD in Adolescence and Adulthood
 - 2.9.7.1. Characteristics of IDD in Adolescence
 - 2.9.7.2. Intervention in Social and Communication Skills
 - 2.9.7.3. Strategies to Promote Autonomy in Adulthood
 - 2.9.7.4. Social and Labor Inclusion of Adults with IDD
- 2.10. Comorbidities between Neurodevelopmental and Language Disorders
 - 2.10.1. Definition of Comorbidities in Oral Language Disorders
 - 2.10.1.1. Types of Common Comorbidities in Language Disorders
 - 2.10.1.2. Impact of Comorbidities in Oral Language Treatment
 - 2.10.1.3. Intervention Objectives for Comorbidities

- 2.10.2. SLD/DLD, ASD and Social Communication Disorders (Pragmatic)
 - 2.10.2.1. Common Characteristics Between SLD/DLD and ASD
 - 2.10.2.2. Approach of Pragmatic Disorders in SLD/DLD
 - 2.10.2.3. Specific Techniques for Working on Pragmatics in ASD
 - 2.10.2.4. Assessment of Intervention in Pragmatic Disorders
- 2.10.3. SLD/DLD and ADHD
 - 2.10.3.1. Relationship between SLD/ DLD and ADHD
 - 2.10.3.2. Intervention Strategies for ADHD in children with SLD/DLD
 - 2.10.3.3. Impact of ADHD on Language Skills
 - 2.10.3.4. Collaboration between Speech Therapist and other Professionals in Treatment
- 2.10.4. SLD/DLD and Other Disorders
 - 2.10.4.1. Most Frequent Comorbidities in SLD/DLD
 - 2.10.4.2. Therapeutic Approaches for Co-occurring Disorders
 - 2.10.4.3. Assessment of Intervention in Contexts of Comorbidity
 - 2.10.4.4. Coordination with Other Services for Comprehensive Treatment

Module 3. Speech Disorders: Assessment and Intervention

- 3.1. Concept and Classification of Speech Disorders
 - 3.1.1. Articulation and Fluency
 - 3.1.1.1. Definition of Articulation
 - 3.1.1.2. Factors Affecting Fluency
 - 3.1.2. Conceptualization of Speech Disorders
 - 3.1.2.1. Speech Disorders and their Classification
 - 3.1.2.2. Differences between Speech Disorders and Language Disorders
 - 3.1.3. Classification of Speech Disorders
 - 3.1.3.1. Articulatory Disorders
 - 3.1.3.2. Fluency Disorders
 - 3.1.4. Incidence of Speech Disorders
 - 3.1.4.1. Risk Factors
 - 3.1.4.2. Prevalence in the Child Population

- 3.2. Speech Sound Disorders (Dyslalias)
 - 3.2.1. Development of Phonetics and Phonology
 - 3.2.1.1. The Role of Phonetics in Speech Production
 - 3.2.1.2. Relationship Between Phonology and Speech Sound Disorders
 - 3.2.2. Definition of SSD
 - 3.2.2.1. Functionals
 - 3.2.2.2. Organic
 - 3.2.3. Classification of SSD
 - 3.2.3.1. Simple
 - 3.2.3.2. Complex
 - 3.2.3.3. Phonetic
 - 3.2.3.4. Phonological
 - 3.2.3.5. Phonetic-Phonological
 - 3.2.4. SSD Etiology
 - 3.2.4.1. Biological Causes
 - 3.2.4.2. Social and Environmental Causes
- 3.3. Assessment of Speech Sound Disorders
 - 3.3.1. Diagnostic Criteria for SSD
 - 3.3.2. Assessment of Articulatory Accuracy
 - 3.3.2.1. Assessment of Phonological Coherence
 - 3.3.3. Phonetic Examination
 - 3.3.3.1. Identification of Articulation Errors
 - 3.3.3.2. Analysis of Sound Intensity and Duration
 - 3.3.4. Phonological Examination
 - 3.3.4.1. Assessment of Phoneme Production
 - 3.3.4.2. Identification of Phonological Patterns
 - 3.3.4.3. Assessment of Phonological Discrimination
 - 3.3.5. Standardized Assessment Tools for Dyslalia
 - 3.3.5.1. Articulation Tests
 - 3.3.5.2. Phonological Assessment Scales
- 3.4. Intervention in Speech Sound Disorders
 - 3.4.1. Establishment of Therapeutic Goals
 - 3.4.1.1. Planning of Individual and Group Sessions
 - 3.4.2. Activities for Intervention in Dyslalia
 - 3.4.2.1. Auditory Discrimination Exercises
 - 3.4.2.2. Practice in the Production of Specific Sounds
 - 3.4.3. Resources and Materials for Intervention in Dyslalia
 - 3.4.3.1. Use of Visual and Auditory Aids
 - 3.4.3.2. Teaching Materials for the Correction of Dyslalia
- 3.5. Dysarthria
 - 3.5.1. Neurological Bases of Speech
 - 3.5.1.1. The Central Nervous System and its Relation to Speech
 - 3.5.1.2. Neurological Disorders and their Impact on Verbal Production
 - 3.5.2. Definition of Dysarthria
 - 3.5.2.1. Spastic Dysarthria
 - 3.5.2.2. Ataxic Dysarthria
 - 3.5.3. Classification of Dysarthria
 - 3.5.3.1. Flaccid Dysarthria
 - 3.5.3.2. Rigid Dysarthria
 - 3.5.4. Etiology of Dysarthria
 - 3.5.4.1. Acquired Brain Lesions
 - 3.5.4.2. Genetic Disorders
- 3.6. Assessment of Dysarthrias
 - 3.6.1. Diagnostic Criteria for Dysarthria
 - 3.6.1.1. Identification of Motor Impairments
 - 3.6.1.2. Assessment of Speech Coordination and Accuracy
 - 3.6.2. Neurophysiological Examination
 - 3.6.2.1. Basic Neurological Examinations
 - 3.6.2.2. Assessment of Oral Motor Function
 - 3.6.3. Speech Examination
 - 3.6.3.1. Verbal Clarity Analysis
 - 3.6.3.2. Assessment of Speech Rate and Rhythm

- 3.6.4. Acoustic Examination
 - 3.6.4.1. Spectrographic Analysis
 - 3.6.4.2. Measurement of Voice Resonance
- 3.7. Intervention in Dysarthria
 - 3.7.1. Design of the Intervention Plan
 - 3.7.1.1. Short- and Long-Term Therapeutic Objectives
 - 3.7.1.2. Planning Rehabilitation Sessions
 - 3.7.2. Intervention in Speech Aspects
 - 3.7.2.1. Exercises to Improve Articulation
 - 3.7.2.2. Techniques to Improve Prosody
 - 3.7.3. Technical Aids for Intervention
 - 3.7.3.1. Voice Amplification Devices
 - 3.7.3.2. Use of Assistive Technology in Communication
 - 3.7.4. Augmentative and Alternative Communication
 - 3.7.4.1. Non-verbal Communication Systems
 - 3.7.4.2. Implementation of Communication Devices
- 3.8. Dysphemia
 - 3.8.1. Definition of Dysphemia
 - 3.8.1.1. Dysphemia as a Rhythm Disorder
 - 3.8.1.2. Relationship between Dysphemia and Anxiety
 - 3.8.2. Classification of Dysphemia
 - 3.8.2.1. Early-Onset Dysphemia
 - 3.8.2.2. Acquired Dysphemias
 - 3.8.3. Etiology of Dysphemias
 - 3.8.3.1. Psychological Factors
 - 3.8.3.2. Biological Factors
 - 3.8.4. Others Rhythm and Fluency Disorders
 - 3.8.4.1. Tachylalia and Bradylalia
 - 3.8.4.2. Non-pathological Disfluencies
- 3.9. Assessment of Dysphemia
 - 3.9.1. Diagnostic Criteria for Dysphemia
 - 3.9.1.1. Identification of Speech Blockages
 - 3.9.1.2. Assessment of Associated Emotional Symptoms
 - 3.9.2. Patient Assessment
 - 3.9.2.1. Clinical Interviews
 - 3.9.2.2. Specific Tests of Verbal Fluency
 - 3.9.3. Assessment of Family Members
 - 3.9.3.1. Surveys on Family History
 - 3.9.3.2. Social and Family Impact Assessment
 - 3.9.4. Assessment of Other Variables
 - 3.9.4.1. Emotional and Cognitive Assessment
 - 3.9.4.2. Analysis of Social Interaction
- 3.10. Intervention in Dysphemia
 - 3.10.1. Design of the Intervention Plan
 - 3.10.1.1. Establishment of Communicative Goals
 - 3.10.1.2. Relaxation and Stress Control Techniques
 - 3.10.2. Dysphemia Intervention Techniques
 - 3.10.2.1. Fluency Therapy
 - 3.10.2.2. Behavior Modification Techniques
 - 3.10.3. Intervention with Families
 - 3.10.3.1. Advice for Parents and Caregivers
 - 3.10.3.2. Workshops and Family Emotional Support
 - 3.10.4. Intervention Programs
 - 3.10.4.1. Group Therapy
 - 3.10.4.2. Educational and Awareness Programs



The syllabus includes real case studies and exercises to bring the development of the university program closer to everyday clinical practice"

04

Teaching Objectives

This TECH university program is designed to provide physicians with the most innovative tools for diagnosing and treating Oral Language and Speech Disorders. Through advanced approaches in neuropsychology and rehabilitation, graduates will acquire advanced clinical skills to implement effective treatments, lead research projects and improve the quality of life of patients with language disorders.



“

You will apply rehabilitation therapies for individuals with Speech and Language Disorders, adapted to their specific needs”



General Objectives

- ♦ Use diagnostic tests and explain research techniques in Neuropsychology of Language
- ♦ Delve into the key concepts of Statistics for selecting samples
- ♦ Apply assessment techniques to diagnose language disorders and write speech therapy reports
- ♦ Analyze the linguistic effects derived from Neurodegenerative Diseases, such as Dementia and Multiple Sclerosis
- ♦ Define the concept of psychometrics and its relationship with Speech Therapy, understanding its application in the evaluation of Language and Communication Disorders
- ♦ Identify and diagnose Language Disorders in various contexts, considering both the clinical manifestations and the neuropsychological aspects involved
- ♦ Design and apply effective interventions for the treatment of speech disorders, adapted to the needs of the patient
- ♦ Develop skills to assess and adjust speech therapy interventions, based on scientific evidence and advances in the field





Specific Objectives

Module 1. Developmental Language Disorder and Acquired Disorders

- ♦ Delve into the causes and effects of Acquired Language Development Disorders
- ♦ Create intervention plans for language disorders in both children and adults

Module 2. Speech Therapy Intervention in Oral Language Disorders

- ♦ Design and apply intervention strategies to improve oral language skills in patients with disorders
- ♦ Delve into the effectiveness of interventions in the development of Oral Language

Module 3. Speech Disorders: Assessment and Intervention

- ♦ Perform a detailed assessment of speech disorders using appropriate methods and tools
- ♦ Implement therapeutic strategies for the treatment of speech disorders



The clinical videos will bring you much closer to the methodologies used in the management of Oral Language and Speech Disorders"

05

Career Opportunities

This TECH university qualification offers physicians a unique opportunity to specialize in the treatment of oral language and speech disorders. With advanced skills in diagnosis and treatment, graduates will be prepared to address these conditions in a comprehensive manner, improving patients' quality of life and expanding their professional opportunities in this specialized field.



“

Are you looking to train as a specialist in Speech and Language Disorders? Achieve this with this university program in just a few months”

Graduate Profile

Graduates of this complete Postgraduate Diploma will be highly skilled in diagnosing and treating Oral Language and Speech Disorders, applying advanced neuropsychological approaches. In turn, they will have the skills to design personalized interventions, lead research projects and improve the quality of life of patients, contributing to the advancement of medicine in this specialized health field.

They will work in neurorehabilitation units, supervising the treatment of patients with Oral Language and Speech Disorders.

- ♦ **Assessment and Diagnosis of Language Disorders:** Ability to conduct thorough evaluations and accurate diagnoses of speech and language disorders using specialized tools and methods to identify patients' needs.
- ♦ **Effective Therapeutic Intervention:** Capacity to design and implement appropriate therapeutic intervention plans for treating speech and language disorders, improving communication and quality of life.
- ♦ **Use of Psychometric Tools:** Proficiency in the application and interpretation of psychometric tools in speech therapy, supporting the assessment and monitoring of progress in the treatment of language disorders.
- ♦ **Research in Speech Therapy:** Ability to design and carry out research in the field of speech therapy, using scientific methodologies to contribute to the advancement of knowledge and the improvement of therapeutic interventions.



After completing the program, you will be able to use your knowledge and skills in the following positions:

- 1. Physician Specialized in Language and Communication Disorders:** Responsible for diagnosing and treating conditions related to speech and language, collaborating with speech therapists and other professionals to develop effective treatment plans.
- 2. Specialist in Neurological Assessment of Language Disorders:** Expert in evaluating language disorders related to neurological conditions, using clinical and imaging tests to make accurate diagnoses and guide treatments.
- 3. Language Rehabilitation Consultant for Primary Care Centers:** Advisor on the implementation of language rehabilitation programs in primary care centers, collaborating with multidisciplinary teams to improve patient care for speech disorders.
- 4. Coordinator of Diagnostic and Treatment Programs for Speech Disorders:** In charge of coordinating medical and therapeutic teams for the evaluation, diagnosis, and treatment of speech disorders, ensuring continuity and integrity of patient care.
- 5. Physician Specialized in Language Neuropsychiatry:** Responsible for treating patients with language disorders stemming from neurological or psychiatric conditions, applying advanced knowledge in neuroscience and linguistics to develop personalized therapeutic strategies.
- 6. Expert in Research and Development of Treatments for Language Disorders:** Leader of clinical research projects focused on developing new therapies for language disorders, contributing to the creation of innovative, evidence-based treatments.
- 7. Physician in Education and Awareness of Language Disorders:** In charge of designing and leading educational programs aimed at both healthcare professionals and the general public, with the goal of raising awareness about language disorders and promoting early detection.
- 8. Physician Specialized in Language Disorders in Children and Adolescents:** Responsible for the evaluation and treatment of language disorders in children and adolescents, working in collaboration with parents and speech therapy teams to ensure proper language development.
- 9. Specialist in Rehabilitation of Language Disorders in Older Adults:** Specialist in the intervention and rehabilitation of language disorders in older adults, focused on improving their communication and quality of life through therapies adapted to their specific needs.



You will be able to identify a variety of disorders that affect language such as Dyslexia, Dysgraphia and Apraxia"

06

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.

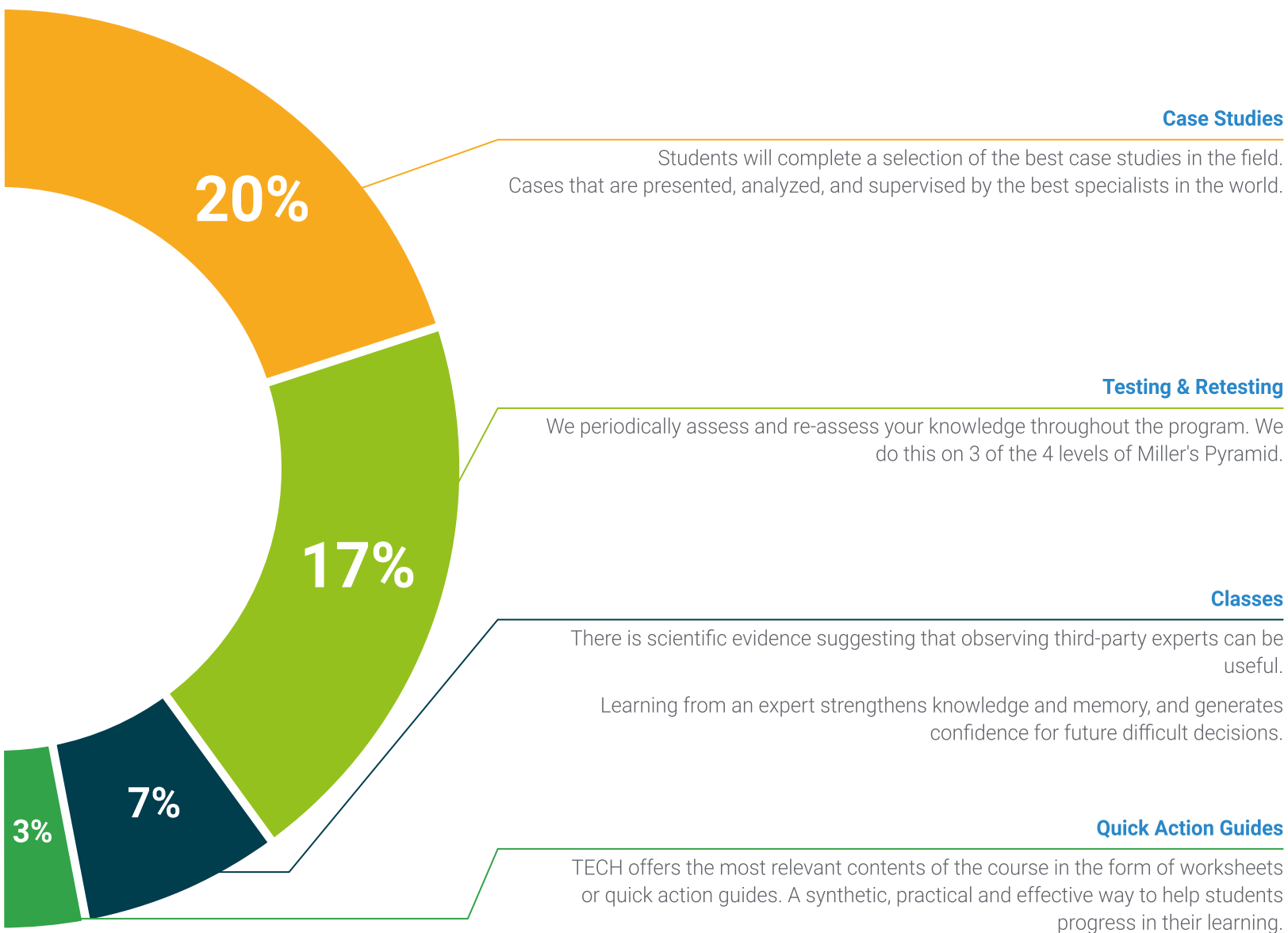
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07 Certificate

This Postgraduate Diploma in Oral Language and Speech Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.



The background of the page features a low-angle shot of three black graduation caps against a bright blue sky with wispy white clouds. The caps are positioned diagonally, with one in the foreground on the left and two others behind it, creating a sense of depth. The page is divided into geometric sections of dark blue, medium blue, and white.

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*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 Diploma in Oral Language and Speech 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** 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 Oral Language and Speech Disorders**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**





Postgraduate Diploma

Oral Language and
Speech Disorders

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

Postgraduate Diploma

Oral Language and Speech Disorders