Postgraduate Certificate

Neurorehabilitation and Speech Therapy

tech technological university

tech universidad tecnológica

Postgraduate Certificate
Neurorehabilitation and Speech Therapy

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

Website: www.techtitute.com/us/medicine/postgraduate-certificate/neurorehabilitation-speech-therapy

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01

Introduction

People suffering from diseases such as Cerebral Palsy or Acquired Brain Injury have found in Neurorehabilitation an excellent tool to recover speech and communication skills. In this line, updated techniques and strategies have been developed to help recover these vital functions in a short period of time. Given the benefit of these mechanisms to increase the patient's quality of life, specialists must identify them to ensure their professional update, so TECH has designed this program. Throughout the program, they will learn about the sophisticated tasks to promote language recovery or to improve communicative comprehension through Virtual Reality, online and from their own home.

Get to know, with this program, the avant-garde strategies that favor the communicative comprehension of the patient with Acquired Brain Injury through the use of Virtual Reality"

Pathologies such as stroke or traumatic brain injury often lead to the appearance of other related conditions such as aphasia or dysarthria. These diseases, which make the individual's speech production, expression and comprehension of messages impossible, can be treated by means of state-of-the-art neurorehabilitation methods, which make it possible to recover these functions in an effective and painless manner. For this reason, specialists are obliged to know these sophisticated techniques in order to be at the forefront of their professional sector.

Faced with this situation, TECH has promoted the creation of this program, through which the students will delve into the latest aspects related to the field of Neurorehabilitation and Speech Therapy. During 6 intensive weeks of learning, the students will identify the most updated procedures to undertake the Neuropsychological Evaluation of the patient or will establish the most appropriate strategies to stimulate Praxias. In the same way, you will detect the benefits that, according to the latest evidence, provide methods such as Bobath or Basal Stimulation in the Logopedic Neurorehabilitation.

Thanks to the fact that this Postgraduate Certificate is developed through a 100% online methodology, the doctors will develop their own study schedules in order to acquire a fully effective teaching. In addition, this program is designed and taught by leading experts in the field of neurological rehabilitation, who have an excellent track record in this sector. Therefore, the knowledge that the students will assimilate will have a complete professional applicability.

This **Postgraduate Certificate in Neurorehabilitation and Speech Therapy** contains the most complete and up-to-date scientific program on the market. The most important features include:

- The development of practical cases presented by experts in Neurorehabilitation and Speech Therapy
- Graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Throughout this academic period, you will delve into the most updated strategies to stimulate Praxias and improve the individual's communicative ability"

Enjoy a program designed and taught by top professionals in the field of Neurorehabilitation and Speech Therapy to optimize the updating of your knowledge"

Choose the multimedia didactic formats that best suit your academic requirements and enjoy a completely effective teaching.

This Postgraduate Certificate will enable you to identify recent techniques that favor the recovery of language in patients who have suffered a stroke or traumatic brain injury in a more effective way.

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

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

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

02

Objectives

This Postgraduate Certificate has been designed with the intention of facilitating the updating of knowledge in Neurorehabilitation and Speech Therapy by the specialist in only 6 weeks. Throughout their academic journey, they will delve into the recent methods of Neuropsychological Evaluation or detect the speech therapy benefits provided by behavioral rehabilitation strategies. All of the above, while ensuring the achievement of the following general and specific objectives.

Adopt in your health methodology the latest advances in Neurorehabilitation and Speech Therapy in only 225 hours"

General Objectives

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

Specific Objectives

- Know the different brain damage diseases as a basis forneuropsychological exploration
- Identify which are the basic cognitive functions
- Know how to conceptualize the functions of attention, memory and perception
- Acquire basic knowledge of the assessment tests used
- Detect the main alterations of the functions studied in the present topic
- Acquire an approach to the knowledge of executive functions and language
- Know what neuropsychological rehabilitation consists of and how to approach each cognitive function
- Delve into the different Behavior Modification Techniques (BCT)
- Develop some basic notions of how to apply BCT
- Acquire tools to act in the face of behavioral disorders
- Know how to apply BTC to speech therapy for improved results
- Know the clinical implication of occupational therapy in speech therapy rehabilitation
- Establish the role of families during the rehabilitation process

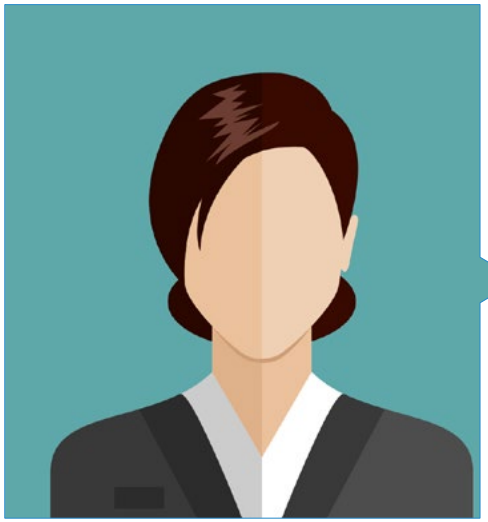
03

Course Management

Thanks to TECH's tireless commitment to raise the educational level of its programs, this program has a teaching staff composed of the best active experts in the area of Speech Therapy Neurorehabilitation. These specialists are in charge of the elaboration of all the didactic materials that the students will enjoy during this Postgraduate Certificate. Therefore, the knowledge that you will assimilate will be fully updated.

In order to offer you the didactic contents with greater professional applicability, this program is directed and taught by specialists with wide experience in the world of the Neurorehabilitation and Speech Therapy"

Management



Ms. Santacruz García, Estefanía

- Social Integration and Clinical Speech Therapist at the Uner Clinic
- Teacher at CEFIRE
- Specialist in Orofacial and Myofunctional Therapy

Dr. Borrás Sanchís, Salvador

- Psychologist, Teacher and Speech Therapist
- Educational Counselor at Generalitat Valenciana, (Valencian Regional Government)
- Abile Educational Specialist
- Partner of Avance SL
- Pedagogical Advisor and External Collaborator of Aula Salud (an organization to promote health in the classroom)
- Pedagogical Director at iteNlearning
- Author of the *Guide for the reeducation of atypical swallowing and associated disorders*
- Pedagogical Director in the Instituto DEIAP (Institute for Comprehensive Development and Psychoeducational Care)
- Degree in Psychology
- Hearing and Speech Teacher
- Postgraduate Certificate in Speech Therapy

Professors

Ms. Álvarez Valdés, Paula del Carmen

- Specialist in Diagnosis and Treatment of Early Childhood Care
- Clinical Speech Therapist Specialist in Myofunctional Therapy
- Postgraduate Diploma in Psychodiagnosis and Early Care Treatment
- Direct collaboration in Dental Office
- Graduate in Speech Therapy
- Professional Master's Degree in Special Education and Foreign Language from the Pontifical University of Salamanca.
- Professional Master's Degree in Myofunctional Therapy by ISEP

Dr. Carrasco de Larriva, Concha

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

Ms. Gallego Díaz, Mireia

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

Ms. García Gómez, Andrea María

- Speech Therapist Specialist in Acquired Brain Injury Neurorehabilitation
- Speech Therapist at UNER Clinic
- Speech Therapist at Integra Cerebral Damage
- Speech Therapist at Ineuro
- Graduate in Speech Therapy
- Professional Master's Degree in Speech Therapy

Ms. Jiménez Jiménez, Ana

- Clinical Neuropsychologist and Social Worker
- Clinical Neuropsychologist in Integra Cerebral Damage
- Neuropsychologist at UNER Clinic
- Educator of the Social Action Team Murcia in Cáritas Española.
- Degree in Social Work at the University of Murcia
- Degree in Psychology from the National University of Distance Education (UNED)
- Professional Master's Degree in Clinical Neuropsychology at the European University Miguel de Cervantes
- Professional Master's Degree in General Health Psychology by the National University of Distance Education (UNED)

Ms. López Samper, Belén

- General Health Psychology and Clinical Neuropsychologist
- Psychologist at the Alcaraz Institute
- Psychologist at the IDEAT Center
- Neuropsychologist at the UNER Clinic - Comprehensive Evaluation and Rehabilitation of Brain Injury
- Specialized in Child and Adult Neurorehabilitation at the Centro Integral de Daño Cerebral (Comprehensive Center for Brain Injury)
- Professional in Special Educational Needs and Early Care, Developmental and Child Psychology at the International University of Valencia
- Professional Master's Degree in Clinical Neuropsychology from the Spanish Association of Clinical Cognitive Behavioral Psychology (AEPCCC)
- Professional Master's Degree in General Health Psychology from the International University of Valencia
- Degree in Psychology from the Miguel Hernández University of Elche

Ms. Martín Bielsa, Laura

- Director of Multidisciplinary Center Dime Más
- CFP Estill Voice Training
- Degree in Speech Therapy
- Graduate in Teaching
- Dean of the Professional Association of Speech Therapists of Aragon

Ms. Muñoz Boje, Rocío

- Occupational Therapist Specialist in Neurorehabilitation at the Under Clinic
- Degree in Occupational Therapy

Ms. Navarro Marhuenda, Laura

- Neuropsychologist at the Kinemas Center
- Specialist in Child and Adult Neurorehabilitation at the Comprehensive Brain Injury Center
- Author of the Professional Master's Degree in Speech Neurorehabilitation and Vital Functions Analysis
- Neuropsychologist at INEURO
- Neuropsychologist at the Uner Clinic
- Degree in Psychology from the Miguel Hernández University of Elche
- Professional Master's Degree in Health Psychology from the Miguel Hernández University of Elche
- Professional Master's Degree in Clinical Neuropsychology at the European University Miguel de Cervantes
- Professional Master's Degree in Pediatric Neurology and Neurodevelopment by CEU Cardena Herrera University

Ms. Santacruz García, Raquel

- Specialist in Pedagogy and Nutrition
- Dietician of the Ballet Hispánico company
- Dancer at the Andalusian Dance Center
- Graduate in Human Nutrition and Dietetics from the Catholic University of San Antonio
- Specialist in Dance Pedagogy by the Institut del Teatre de Barcelona
- Intermediate Degree in Classical Dance at the Conservatory of Murcia

Mr. Santacruz García, José Luis

- Psychologist specializing in Congenital and Acquired Brain Injury

Ms. Sanz Pérez, Nekane

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

Ms. Selva Cabañero, Pilar

- Nurse Specialist in Obstetric- Gynecological Nursing (Midwife)
- Obstetric- Gynecological Nursing Teaching Unit, University of Murcia Santa Lucía General University Hospital
- Publication of La anquiloglosia y el éxito de la lactancia materna, with ISBN13: 978- 84- 695- 5302- 2. 2012

04

Structure and Content

The syllabus of this academic program consists of 1 module through which the specialists will obtain a relevant update of their knowledge in Neurorehabilitation and Speech Therapy. The didactic resources that will be available throughout the program are present in a wide range of textual and multimedia supports highly differentiated from each other. With this, TECH aims to offer its students a 100% online learning, available 24 hours a day from anywhere and completely resolute.

This Postgraduate Certificate has a 100% online mode of delivery that will enable you to learn without having to move from your own home"

Module 1. Introduction to Neurorehabilitation II: Speech Therapy Treatment

1.1. Etiology of Brain Damage
- 1.1.1. Introduction
- 1.1.2. Vascular Disorders
  - 1.1.2.1. Occlusive Syndromes
  - 1.1.2.2. Types of Cerebrovascular Disease
  - 1.1.2.3. Neuropsychological Disorders in CVA
- 1.1.3. Intracranial Neoplasms
  - 1.1.3.1. General Characteristics
  - 1.1.3.2. Tumor Classification
  - 1.1.3.3. Neuropsychological Disorders in Tumours
- 1.1.4. Cranioencephalic Trauma (CET)
  - 1.1.4.1. General Characteristics
  - 1.1.4.2. Types of CET
  - 1.1.4.3. CET Disorders
- 1.1.5. Neurodegenerative Diseases
  - 1.1.5.1. General Characteristics
  - 1.1.5.2. Types and Disorders
- 1.1.6. Epilepsy
  - 1.1.6.1. General Characteristics
  - 1.1.6.2. Classification
- 1.1.7. Central Nervous System Infections
  - 1.1.7.1. General Characteristics
  - 1.1.7.2. Classification
- 1.1.8. Cerebrospinal Fluid Circulation and Disorders
  - 1.1.8.1. General Characteristics
  - 1.1.8.2. Disorders
- 1.1.9. Global Summary

1.2. Cognitive Functions I: Attention, Perception and Memory
- 1.2.1. Introduction to Cognitive Functions
- 1.2.2. Alertness System
  - 1.2.2.1. Concept
  - 1.2.2.2. Assessment
  - 1.2.2.3. Abnormalities
- 1.2.3. Attention
  - 1.2.3.1. Focused/Selective Attention
    - 1.2.3.1.1. Concept
    - 1.2.3.1.2. Assessment
    - 1.2.3.1.3. Abnormalities
  - 1.2.3.2. Sustained Attention
    - 1.2.3.2.1. Concept
    - 1.2.3.2.2. Assessment
    - 1.2.3.2.2. Abnormalities
  - 1.2.3.3. Alternating Attention
    - 1.2.3.3.1. Concept
    - 1.2.3.3.2. Assessment
    - 1.2.3.3.3. Abnormalities
  - 1.2.3.4. Divided attention
    - 1.2.3.4.1. Concept
    - 1.2.3.4.2. Assessment
    - 1.2.3.4.3. Abnormalities
- 1.2.4. Memory
  - 1.2.4.1. Concept
  - 1.2.4.2. Process
  - 1.2.4.3. Classification
  - 1.2.4.4. Assessment
  - 1.2.4.5. Abnormalities
- 1.2.5. Perception
  - 1.2.5.1. Concept
  - 1.2.5.2. Assessment
  - 1.2.5.3. Abnormalities

1.3. Cognitive Functions II: Language and Executive Functions
- 1.3.1. Conceptualization of Executive Functions
- 1.3.2. Executive Functions Assessment
- 1.3.3. Executive Function Disorders
- 1.3.4. Dorsolateral Prefrontal Syndrome
- 1.3.5. Orbitofrontal Syndrome
- 1.3.6. Mesial Frontal Syndrome
- 1.3.7. Conceptualization of Language
- 1.3.8. Language Evaluation
- 1.3.9. Language Impairment

1.4. Neuropsychological Assessment
- 1.4.1. Introduction
- 1.4.2. Neuropsychological Assessment Objectives
- 1.4.3. Assessment Variables
- 1.4.4. Diffuse Brain Injury vs. Local
- 1.4.5. Injury Location and Size
- 1.4.6. Depth of Injury
- 1.4.7. Distant Effects of the Injury
- 1.4.8. Disconnection Syndrome
- 1.4.9. Injury Time Evolution
- 1.4.10. Intrinsic Patient-Related Variables
- 1.4.11. Quantitative Assessment vs. Qualitative
- 1.4.12. Stages in the Neuropsychological Evaluation Process
- 1.4.13. Clinical History and Establishing Therapeutic Relationships
- 1.4.14. Test Administration and Correction
- 1.4.15. Analyzing and Interpreting Results, Preparing Reports and Returning Information

1.5. Neuropsychological Rehabilitation and Speech Therapy Applications
- 1.5.1. Neuropsychological Rehabilitation I: Cognitive Functions
  - 1.5.1.1. Introduction

1.5.2. Attention and Perception
1.5.2.1. Training Attention Processes
1.5.2.2. Effectiveness
1.5.2.3. Virtual Reality
1.5.3. Memory
1.5.3.1. Basic Principles
1.5.3.2. Memory Strategies
1.5.3.3. Virtual Reality
1.5.4. Apraxias
1.5.4.1. Stimulation Strategies
1.5.4.2. Specific Tasks
1.5.5. Language
1.5.5.1. General Advice
1.5.5.2. Specific Tasks
1.5.6. Executive Functions (FF. EE.)
1.5.6.1. General Advice
1.5.6.2. Stimulation of the FF. EE
1.5.6.2.1. Sohlberg and Mateer
1.5.6.2.2. Executive Deficit Treatment Techniques
1.5.6.3. Specific Tasks
1.5.6.4. Effectiveness
1.5.7. Summary
1.5.8. Bibliography
1.6. Behavioural Rehabilitation and Speech Therapy Applications
1.6.1. Introduction
1.6.1.1. ERC Reference Model
1.6.1.2. Orientations/Currents
1.6.1.3. Behavior Modification Characteristics
1.6.1.4. Behavior Modification Techniques: General Use/Specific Use
1.6.2. Behavioral Assessment: Observation
1.6.2.1. Define Target Behavior
1.6.2.2. Choose Measurement Methods
1.6.2.3. Record Sheets
1.6.2.4. Contextual Aspects of What Is Observed
1.6.3. Operant Techniques: Behavioral Development
1.6.3.1. Introduction
1.6.3.2. Theoretical Concepts
1.6.3.3. Reinforcement Programs
1.6.3.4. Molding
1.6.3.5. Chaining
1.6.3.6. Fading
1.6.3.7. Negative Reinforcement
1.6.3.8. Scope of Application
1.6.4. Operant Techniques: Behavior Reduction
1.6.4.1. Introduction
1.6.4.2. Extinction
1.6.4.3. Time Off
1.6.4.4. Cost of Response
1.6.4.5. Scope of Application
1.6.5. Operant Techniques: Contingency Organization Systems
1.6.5.1. Introduction
1.6.5.2. Token Economy
1.6.5.3. Behavioral Contracts
1.6.5.4. Scope of Application
1.6.6. Modeling Techniques
1.6.6.1. Introduction
1.6.6.2. Procedure
1.6.6.3. Modeling Techniques
1.6.6.4. Scope of Application

1.6.7. Frequent Behavior in Logopedics
1.6.7.1. Impulsiveness
1.6.7.2. Apathy
1.6.7.3. Disinhibition
1.6.7.4. Anger or Aggressiveness
1.6.8. Conclusions
1.7. Rehabilitation in Occupational Therapy and its application in speech therapy
1.7.1. Occupational Therapy
1.7.2. Body Posture in Speech Therapy
1.7.3. Body Posture
1.7.4. Adaptations in Body Posture
1.7.5. Neurorehabilitation Techniques: Bobath, Affolter, Basal Stimulation
1.7.6. Adaptations/Support Products Useful in Speech Therapy Rehabilitation
1.7.7. Objective of Occupational Therapy as an Integrative Measure
1.8. Child Neuropsychology
1.8.1. Introduction
1.8.2. Child Neuropsychology: Definition and General Fundamentals
1.8.3. Etiology
1.8.3.1. Genetic and Environmental Factors
1.8.3.2. Classification
1.8.3.2.1. Neurodevelopment Disorders
1.8.3.2.2. Acquired Brain Injury
1.8.4. Neuropsychological Assessment
1.8.4.1. General Aspects and Assessment Phase
1.8.4.2. Evaluation Tests
1.8.5. Neuropsychological Intervention
1.8.5.1. Family Intervention
1.8.5.2. Educational Intervention
1.8.6. Cognitive Function Development
1.8.6.1. First Childhood (0-2 Years of Age)
1.8.6.2. Preschool Period (2-6 Years of Age)
1.8.6.3. School Period (6-12 Years of Age)
1.8.6.4. Adolescence (12-20 Years of Age)
1.8.7. Conclusions
1.8.8. Bibliography
1.9. Family Approach and Therapy
1.9.1. Introduction
1.9.2. Family Care in the Acute and Subacute Phase
1.9.2.1. Acute Phase: Hospital Stay
1.9.2.2. Subacute Phase: Return Home
1.9.2.3. What about after Rehabilitation?
1.9.3. The Family as Part of the Rehabilitation Process
1.9.4. Needs Posed by the Family during the Rehabilitation Process
1.9.5. The Rehabilitation Team
1.9.6. Conclusions
1.9.7. Bibliography
1.10. A Transdisciplinary Rehabilitation Example: Clinical Case
1.10.1. Clinical Cases
1.10.2. CET Theories
1.10.3. Broca's Aphasia: Anatomopathological Correlates and Disorders Associated with Broca's Aphasia
1.10.4. Neuropsychological Assessment
1.10.5. Neuropsychological Profile
1.10.6. Results
1.10.7. Deficits and Potentials
1.10.8. Injury Course and Treatment
1.10.9. Specific Objectives for Patients with Broca's Aphasia
1.10.10. Fundamentals of Rehabilitation

05

Methodology

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

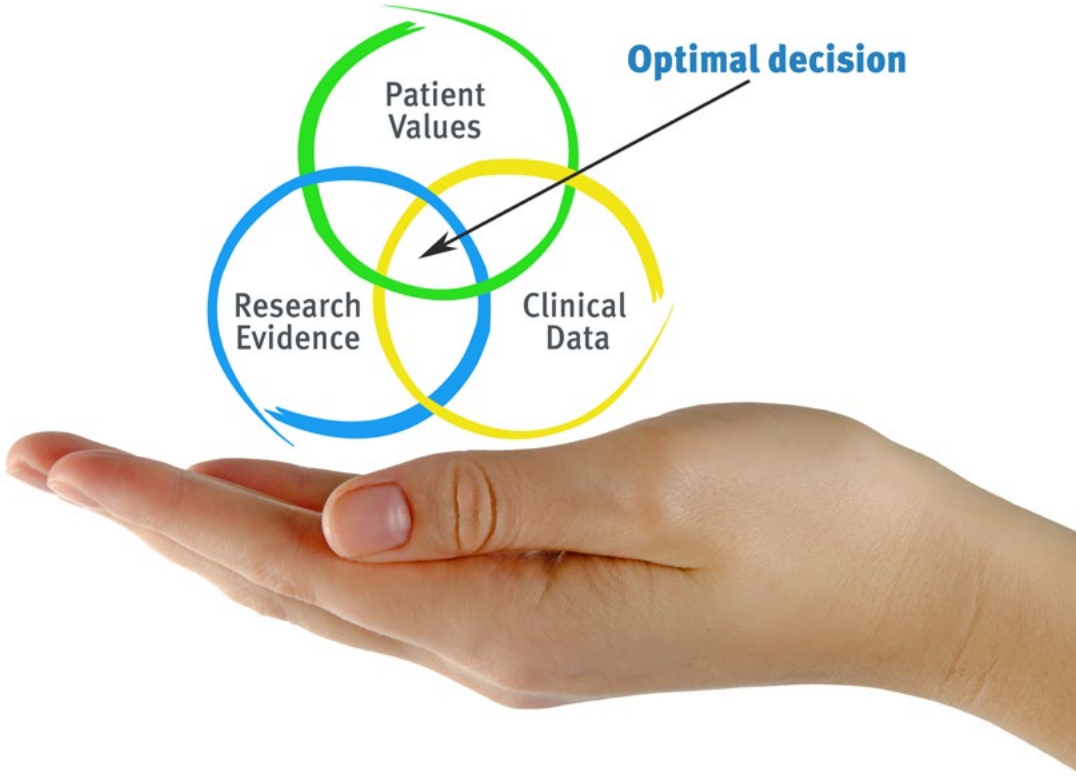
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

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:

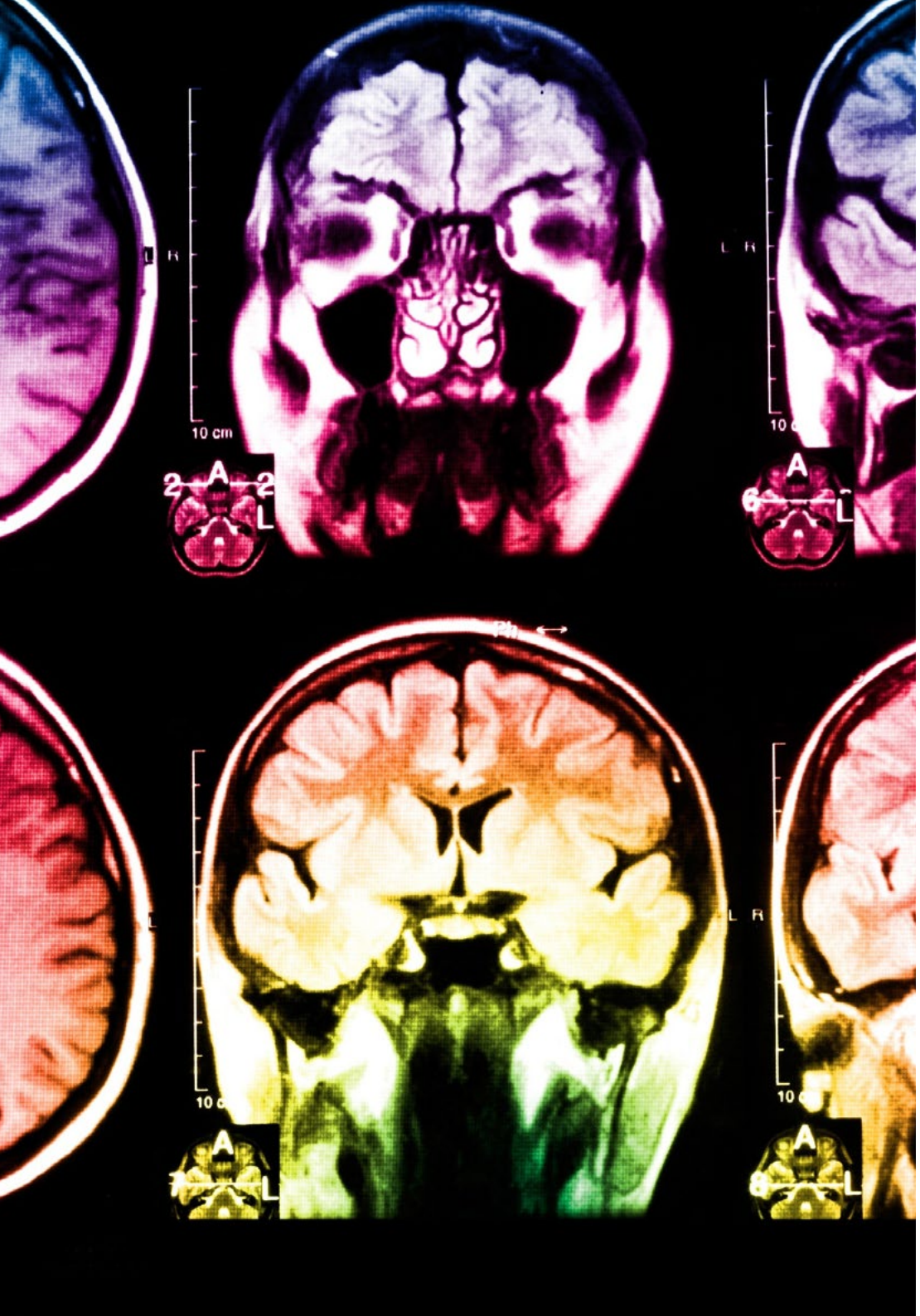
1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better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

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving 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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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 TECH's 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.

Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.

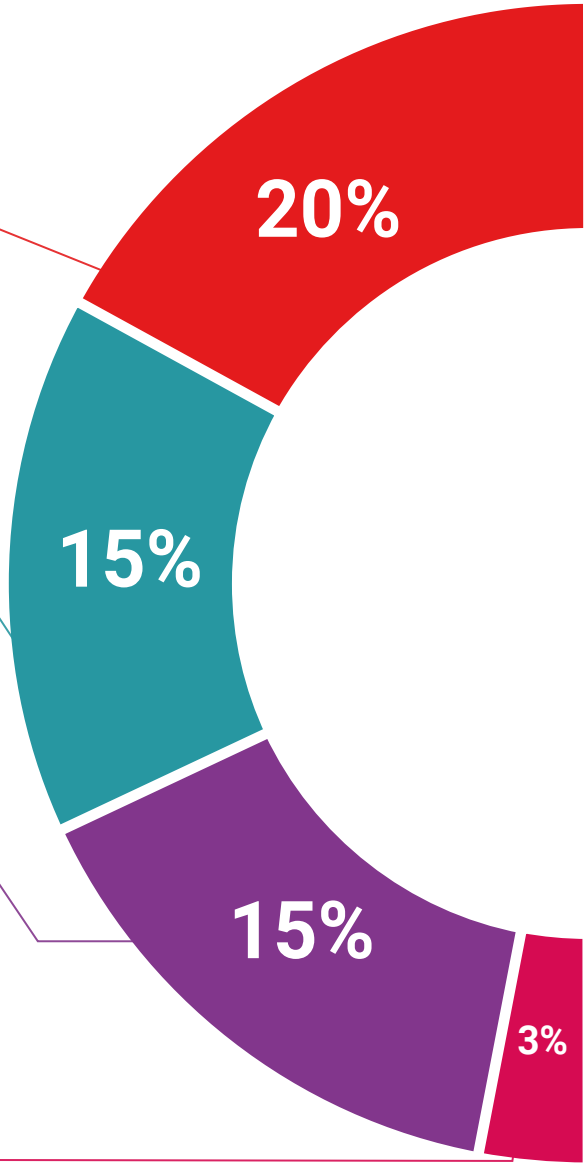
Interactive Summaries

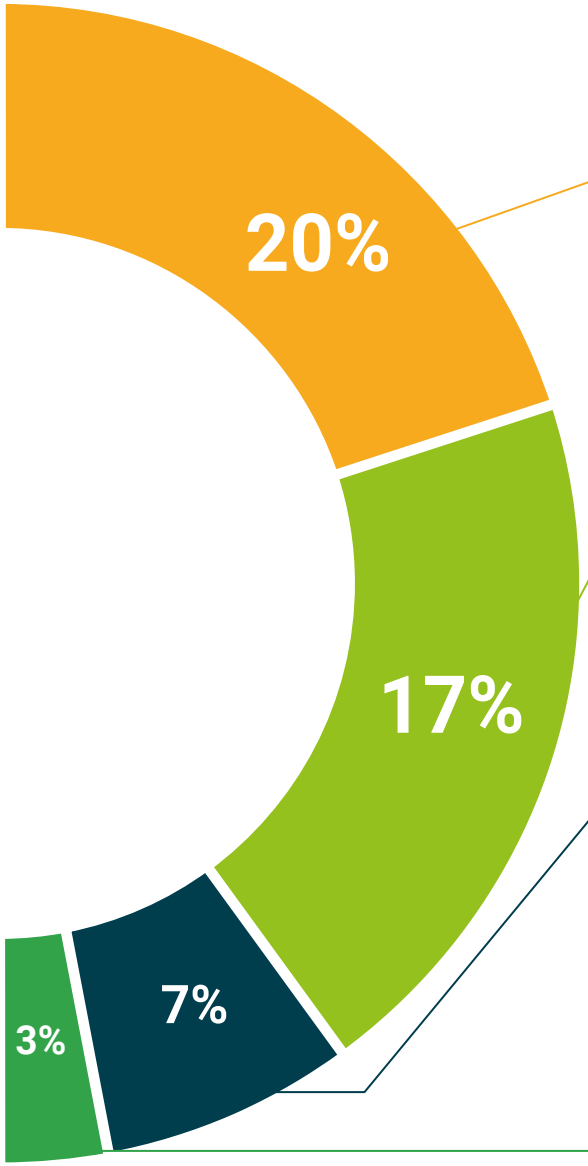
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content 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 their goals.

Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

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

06

Certificate

The Postgraduate Certificate in Neurorehabilitation and Speech Therapy guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.

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

This **Postgraduate Certificate in Neurorehabilitation and Speech Therapy** contains the most complete and up-to-date scientific on the market.

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Title: **Postgraduate Certificate in Neurorehabilitation and Speech Therapy**

Official Nº of Hours: **225 h.**


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in

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June 17, 2020

Tere Guevara Navarro

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

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Postgraduate Certificate

Neurorehabilitation and Speech Therapy

- Modality: **online**
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- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Certificate

Neurorehabilitation and Speech Therapy

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