

Postgraduate Certificate

Educational Principles in Speech Therapy





Postgraduate Certificate Educational Principles in Speech Therapy

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

Website: www.techtute.com/us/medicine/postgraduate-certificate/educational-principles-speech-therapy

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01

Introduction to the Program

Educational Principles in Speech Therapy are essential for physicians to understand the importance of early intervention and interdisciplinary collaboration in the treatment of Language, Communication, and Voice Disorders. In fact, Speech Therapy not only involves the treatment of speech difficulties but also encompasses a preventive and educational approach, especially for children with Language Delays or Autism Spectrum Disorders. Therefore, early diagnosis and appropriate intervention are crucial to improving therapeutic outcomes for these patients. In this context, TECH has created a comprehensive 100% online program that flexibly adapts to graduates' personal and professional schedules, based on the revolutionary Relearning methodology, pioneered by this institution.



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With this 100% online University Course, you will be equipped with the theoretical and practical tools needed to address speech and communication problems in your patients more comprehensively and effectively”

Speech Therapy is a discipline focused on the assessment, diagnosis, and treatment of communication, language, speech, hearing, voice, and non-verbal oral function disorders. Therefore, for physicians, understanding its educational foundations is essential, as it enables effective collaboration with speech therapists and other healthcare professionals, facilitating comprehensive patient care.

This Postgraduate Certificate was created so professionals can gain a complete understanding of how the different elements that make up language are structured and developed. This knowledge will be key to effectively addressing Speech and Language Disorders, allowing for the identification and differentiation of the various impairments that may occur in patients with communication difficulties.

Additionally, the course will provide tools to help professionals understand how to interact effectively in the school setting, analyzing the hierarchical organization and structure of educational institutions. This approach will be essential for conceptualizing speech therapy intervention within the school environment, enabling speech therapists to work in coordination with other professionals and the families of the children.

Finally, emphasis will be placed on developing analytical skills to describe linguistic phenomena from various perspectives, such as phonetics, phonology, morphology, syntax, semantics, and pragmatics. These skills will be fundamental for making accurate diagnoses and designing appropriate interventions. Furthermore, the main theories of Educational Psychology will be analyzed, and their application in daily professional practice will be explored.

As such, TECH has designed a comprehensive fully online program, with high-quality academic materials and resources accessible from any electronic device with an internet connection. This will eliminate issues such as commuting to a physical location or adapting to fixed schedules. In turn, it will use the innovative Relearning methodology, which focuses on the continuous repetition of key concepts to ensure an effective and fluent understanding of the content.

This **Postgraduate Certificate in Educational Principles in Speech Therapy** contains the most complete and up-to-date educational program on the market.

Its most notable features are:

- ♦ The development of case studies presented by experts in Medicine and Speech Therapy
- ♦ The graphic, schematic and eminently practical content of the book provides scientific and practical information on those disciplines that are essential for professional practice
- ♦ Practical exercises where the process of self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



You will gain a deeper understanding of the educational, psychological and sociocultural factors that influence language development, improving collaboration with speech therapists and other health professionals"

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You will reflect on the different paradigms of attention to diversity and their applicability in educational institutions, as well as on the crucial role of the family in the learning process and in speech therapy intervention”

The teaching staff includes professionals belonging to the fields of Medicine and Speech Therapy, who contribute their work experience to this program, as well as renowned specialists from reference 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 receive comprehensive education that will allow you to update yourself in depth on the fundamental components of human language and how it works. With all TECH's quality guarantees!

You will acquire a theoretical framework that facilitates the understanding of language disorders and their treatment in different contexts, including school and multicultural contexts.



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 relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university
and guarantee your professional success.
The future starts 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.



03 Syllabus

Throughout the program, physicians will acquire essential knowledge of the structure of human language, analyzing its phonetic, syntactic, semantic and pragmatic components, as well as its application in the diagnosis and treatment of disorders. The importance of the educational context will also be addressed, focusing on the organization of school institutions and the interaction between speech therapists, physicians, educators and families. In addition, you will focus on analyzing the psychological and educational theories underlying speech therapy intervention, which will enable you to develop a critical vision of methodologies for attention to diversity and interculturality at school.





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You will analyse the fundamental components of language, such as the phonetic, morphological, syntactic, semantic and pragmatic aspects, and the way in which linguistic theories approach these phenomena”

Module 1. General Linguistics

- 1.1. Language, Speech, Communication
 - 1.1.1. Definition of Language
 - 1.1.1.1. The Concept of Language as an Innate Skill
 - 1.1.1.2. Human Language vs. Animal Communication
 - 1.1.2. Difference between Language and Speech
 - 1.1.2.1. Language as a Social System
 - 1.1.2.2. Speech as an Individual Manifestation
 - 1.1.3. Human Communication Process
 - 1.1.3.1. Elements of Communication
 - 1.1.3.2. Types of Communication (Verbal and Non-Verbal)
 - 1.1.4. Language Functions
 - 1.1.4.1. Referential Function
 - 1.1.4.2. Emotive Function
 - 1.1.4.3. Conative Function
 - 1.1.4.4. Phatic, Metalinguistic and Poetic Function
 - 1.1.5. Relationship Between Thought and Language
 - 1.1.5.1. Theories on the Thought-Language Relationship
 - 1.1.5.2. Sapir-Whorf Hypothesis
 - 1.1.5.3. Influence of Language on the Perception of the World
- 1.2. What is Linguistics?
 - 1.2.1. Definition and Objectives of Linguistics
 - 1.2.1.1. Linguistics as the Science of Language
 - 1.2.1.2. Difference between Descriptive and Prescriptive Linguistics
 - 1.2.2. Main Branches of Linguistics
 - 1.2.2.1. Theoretical Linguistics (Phonology, Morphology, Syntax, Semantics, Pragmatics)
 - 1.2.2.2. Applied Linguistics (Language Teaching, Speech Therapy)
 - 1.2.2.3. Historical and Comparative Linguistics
 - 1.2.3. Methods of Study in Linguistics
 - 1.2.3.1. Synchronic and Diachronic Analysis
 - 1.2.3.2. Qualitative and Quantitative Methods



- 1.2.4. Relationship of Linguistics with Other Disciplines
 - 1.2.4.1. Psychology and Neuroscience of Language
 - 1.2.4.2. Linguistic Anthropology
 - 1.2.4.3. Sociolinguistics
- 1.3. Articulatory Phonetics
 - 1.3.1. Definition of Articulatory Phonetics
 - 1.3.1.1. Differences with Phonology
 - 1.3.1.2. Importance in Linguistic Analysis
 - 1.3.2. Organs of Speech and their Function
 - 1.3.2.1. Respiratory System (Lungs, Diaphragm)
 - 1.3.2.2. Phonatory System (Larynx, Vocal Cords)
 - 1.3.2.3. Articulatory System (Tongue, Lips, Palate)
 - 1.3.3. Classification of Speech Sounds According to Mode and Place of Articulation
 - 1.3.3.1. Modes of Articulation (Occlusive, Fricative, Affricate, Nasal, etc.)
 - 1.3.3.2. Places of Articulation (Bilabial, Alveolar, Velar, etc.)
 - 1.3.4. Types of Articulators
 - 1.3.4.1. Active (Tongue, Lips)
 - 1.3.4.2. Passive (Palate, Teeth)
- 1.4. Acoustic and Perceptual Phonetics
 - 1.4.1. Definition of Acoustic Phonetics
 - 1.4.1.1. Physical Properties of Sound
 - 1.4.1.2. Graphical Representation of Sound
 - 1.4.2. Physical Properties of Sound: Frequency, Intensity and Duration
 - 1.4.2.1. Fundamental Frequency and Harmonics
 - 1.4.2.2. Intensity and Perception of Volume
 - 1.4.3. Graphical Representation: Spectrograms
 - 1.4.3.1. Components of a Spectrogram
 - 1.4.3.2. Analysis of Vowels and Consonants
 - 1.4.4. Definition of Perceptual Phonetics
 - 1.4.4.1. Difference between Perception and Production
 - 1.4.4.2. Cognitive Processes in Speech Perception

- 1.5. Phonology
 - 1.5.1. Difference between Phonetics and Phonology
 - 1.5.2. Concept of Phoneme and Allophone
 - 1.5.2.1. Definition of Phoneme as the Minimal Unit of Language
 - 1.5.2.2. Types of Allophones (Contextual, Free)
 - 1.5.3. Distinctive Features of Phonemes
 - 1.5.3.1. Jakobson's System of Distinctive Features
 - 1.5.3.2. Classification According to Sonority, Nasality, etc
 - 1.5.4. Phonological Processes
 - 1.5.4.1. Assimilation (Partial, Total, Regressive, Progressive)
 - 1.5.4.2. Elision (Loss of Sounds in Fast Contexts)
 - 1.5.4.3. Neutralization and Archiphonemes
- 1.6. Morphology
 - 1.6.1. Definition of Morphology
 - 1.6.1.1. Difference between Lexical and Inflectional Morphology
 - 1.6.1.2. Importance of Morphology in Linguistic Analysis
 - 1.6.2. Types of Morphemes
 - 1.6.2.1. Free and Bound Morphemes
 - 1.6.2.2. Derivational and Inflectional Morphemes
 - 1.6.3. Word Formation
 - 1.6.3.1. Derivation: Prefixes, Suffixes and Infixes
 - 1.6.3.2. Compounding: Endocentric and Exocentric Compound Words
 - 1.6.3.3. Parasynthesis: Complex Cases of Lexical Formation
 - 1.6.4. Morphological Structure of Words
 - 1.6.4.1. Root, Base and Affixes
 - 1.6.4.2. Morphological Analysis
- 1.7. Syntax
 - 1.7.1. Definition of Syntax
 - 1.7.1.1. Difference between Grammar and Syntax
 - 1.7.1.2. Importance of Syntax in Meaning
 - 1.7.2. Sentence Structure
 - 1.7.2.1. Subject and Predicate
 - 1.7.2.2. Verb Core and Complements

- 1.7.3. Types of Sentences
 - 1.7.3.1. Simple Sentences: Transitive, Intransitive, Copulative
 - 1.7.3.2. Compound Sentences: Coordinated and Subordinate
 - 1.7.3.3. Types According to Communicative Intention: Affirmative, Negative, Interrogative
- 1.7.4. Syntactic Rules and Grammaticality
 - 1.7.4.1. Hierarchical Astructure of Sentences
 - 1.7.4.2. Syntactic Transformations
- 1.8. Lexicon
 - 1.8.1. Definition of Lexicon
 - 1.8.1.1. Difference between Lexicon and Vocabulary
 - 1.8.1.2. Relevance of Lexicon in Language
 - 1.8.2. Relationship between Lexicon and Vocabulary
 - 1.8.2.1. Active and Passive Lexicon
 - 1.8.2.2. Strategies for Expanding the Lexicon
 - 1.8.3. Classification of Words According to Meaning and Function
 - 1.8.3.1. Lexical Words vs. Grammatical Words
 - 1.8.3.2. Lexical Categories: Nouns, Verbs, Adjectives, etc.
 - 1.8.4. Neologisms and Loanwords
 - 1.8.4.1. Formation of Neologisms
 - 1.8.4.2. Adaptation of Loanwords from Other Languages
 - 1.8.5. Active and Passive Lexicon
 - 1.8.5.1. Factors Determining the Use of Active and Passive Lexicon
- 1.9. Semantics
 - 1.9.1. Definition of Semantics
 - 1.9.1.1. Concepts of Meaning and Reference
 - 1.9.1.2. Difference between Lexical and Compositional Semantics
 - 1.9.2. Types of Meaning
 - 1.9.2.1. Denotative and Connotative Meaning
 - 1.9.2.2. Literal and Figurative Meaning
 - 1.9.3. Relationship between Signifier and Signified
 - 1.9.3.1. Saussure's Theory of the Linguistic Sign
 - 1.9.3.2. Icons, Indexes and Symbols

- 1.9.4. Semantic Relations
 - 1.9.4.1. Synonymy and Antonymy
 - 1.9.4.2. Polysemy and Homonymy
 - 1.9.4.3. Hyponymy and Hypernym
- 1.10. Pragmatics
 - 1.10.1. Definition of Pragmatics
 - 1.10.1.1. Difference between Semantics and Pragmatics
 - 1.10.1.2. Importance of Context in the Interpretation of Language
 - 1.10.2. Context in the Use of Language
 - 1.10.2.1. Linguistic and Extralinguistic Context
 - 1.10.2.2. Social and Cultural Variables in Pragmatics
 - 1.10.3. Speech Acts
 - 1.10.3.1. Locutionary, Illocutionary and Perlocutionary Acts
 - 1.10.3.2. Classification of Speech Acts: Direct and Indirect
 - 1.10.4. Principle of Cooperation and Conversational Maxims (Grice)
 - 1.10.4.1. Maxims of Quantity, Quality, Relevance and Manner
 - 1.10.4.2. Conversational Implicatures

Module 2. Educational Foundations in Speech Therapy

- 2.1. Education and Educational Practice
 - 2.1.1. Introduction and Objectives of Education in the School Context
 - 2.1.1.1. Definition of School Education
 - 2.1.1.2. Purposes and Goals of the Education System
 - 2.1.1.3. Education as a Comprehensive Process
 - 2.1.2. Main Educational Approaches in the School Environment
 - 2.1.2.1. Traditional Approach vs. Contemporary Approaches
 - 2.1.2.2. Student-Centered Education
 - 2.1.2.3. Teaching as an Interactive Process
 - 2.1.3. The Speech Therapist's Role in the Educational Context
 - 2.1.3.1. The Role of the Speech Therapist within the Educational Team
 - 2.1.3.2. Speech Therapy as Part of Educational Intervention
 - 2.1.3.3. Interdisciplinary Collaboration in the School Environment

- 2.1.4. The Relationship Between Educational Practice and Speech Therapy Intervention
 - 2.1.4.1. Curricular Adaptation for Speech Therapy Intervention
 - 2.1.4.2. Inclusive Teaching Methods and Speech Therapy
 - 2.1.4.3. Assessment of Speech Therapy Intervention in Educational Practice
- 2.2. Organization of Educational Institutions
 - 2.2.1. Organizational Principles in Educational Institutions
 - 2.2.1.1. Impact of Organization on Learning
 - 2.2.2. Governing Bodies of Educational Institutions
 - 2.2.2.1. Management and Leadership in the School Context
 - 2.2.2.2. Functions and Responsibilities of the Management Team
 - 2.2.2.3. Participation of the Educational Community in the Governance of the Institution
 - 2.2.3. Hierarchical Structure and Functions of the Governing Bodies
 - 2.2.3.1. Organizational Chart of an Educational Institution
 - 2.2.3.2. Functions of the Governing Bodies in Decision Making
 - 2.2.3.3. Relationship between the Governing Bodies and the Coordinating Bodies
 - 2.2.4. Teaching Coordinating Bodies in Educational Institutions
 - 2.2.4.1. Coordination between Teachers from Different Subject Areas
 - 2.2.4.2. Work Teams and Collaboration between Teachers
 - 2.2.4.3. Coordination in the Attention to Diversity
 - 2.2.5. The School Education Project: Definition and Objectives
 - 2.2.5.1. Concept and Purpose of the School Education Project
 - 2.2.5.2. Fundamental Components of the Education Project
 - 2.2.5.3. How the Education Project Guides School Practices
 - 2.2.6. Development and Planning of the School Education Project
 - 2.2.6.1. Processes of Creation and Development of the Project
 - 2.2.6.2. Participation of the Educational Community in Planning
 - 2.2.6.3. Evaluation and Revision of the Educational Project
- 2.3. Factors Influencing the Teaching-Learning Processes
 - 2.3.1. Factors in the Teaching-Learning Process
 - 2.3.1.1. The Importance of Identifying Influential Factors
 - 2.3.1.2. Relationship Between Factors and Academic Performance
 - 2.3.2. Personal Factors That Influence Learning
 - 2.3.2.1. Cognitive Characteristics of the Student
 - 2.3.2.2. Emotional and Psychological Factors
 - 2.3.2.3. Motivation and Its Effects on Learning
 - 2.3.3. Environmental Factors in the Educational Process
 - 2.3.3.1. The Physical Environment and its Influence on Learning
 - 2.3.3.2. The Social and Cultural Environment in the Classroom
 - 2.3.3.3. The Role of Technology in Learning
 - 2.3.4. The Interrelation between Personal and Environmental Factors in Learning
 - 2.3.4.1. How Internal and External Factors Interact
 - 2.3.4.2. The Influence of the Family and School Environment
 - 2.3.4.3. Strategies for Balancing Personal and Environmental Factors
 - 2.3.5. Methodological Factors Affecting Teaching and Learning
 - 2.3.5.1. Traditional and Modern Teaching Methods
 - 2.3.5.2. Assessment as a Methodological Factor
 - 2.3.5.3. The Use of Teaching Resources in Education
 - 2.3.6. The Influence of the Family on the Student's Learning Process
 - 2.3.6.1. The Active Participation of Parents in Education
 - 2.3.6.2. Family Support in the Development of Cognitive Skills
 - 2.3.6.3. Challenges and Strategies for Involving the Family in the Educational Process
- 2.4. Models and Theories in Teaching
 - 2.4.1. Educational Models and Theories
 - 2.4.1.1. The Importance of Theories in Educational Practice
 - 2.4.1.2. Objectives of Applying Theories in the Classroom
 - 2.4.2. The Historical Perspective of Educational Theories and Models
 - 2.4.2.1. Evolution of Educational Approaches Over Time
 - 2.4.2.2. Cultural and Social Influences on Educational Models
 - 2.4.3. Behaviorism as an Educational Model
 - 2.4.3.1. Principles of Behaviorism in Education
 - 2.4.3.2. Application of Behaviorism in the Classroom
 - 2.4.3.3. Criticisms and Limitations of the Behaviorist Approach

- 2.4.4. The Cognitive Model: Theory and Application
 - 2.4.4.1. Fundamentals of the Cognitive Approach to Teaching
 - 2.4.4.2. Practical Applications of the Cognitive Model
 - 2.4.4.3. Comparison with Other Learning Models
- 2.4.5. Constructivism in the Educational Context
 - 2.4.5.1. Principles of Constructivism in Education
 - 2.4.5.2. Active Teaching Methods in Constructivism
 - 2.4.5.3. The Construction of Knowledge in the Student
- 2.4.6. Meaningful Learning versus Repetitive Learning
 - 2.4.6.1. Definition and Characteristics of Meaningful Learning
 - 2.4.6.2. Comparison with Repetitive Learning
 - 2.4.6.3. Practical Application of Meaningful Learning in the Classroom
- 2.4.7. Ecological Theories of Learning
 - 2.4.7.1. Principles of Ecological Theories
 - 2.4.7.2. Interactions between the Student and their Environment
 - 2.4.7.3. Impact of Ecological Theories on Inclusive Education
- 2.4.8. Teaching Styles: Approaches and Applications
 - 2.4.8.1. Main Teaching Approaches
 - 2.4.8.2. Adapting Teaching Styles to the Needs of the Group
 - 2.4.8.3. The Teacher as a Facilitator of Learning
- 2.4.9. Learning Styles: Adapting to the Needs of the Student
 - 2.4.9.1. Types of Learning Styles
 - 2.4.9.2. How to Identify Learning Styles in Students
 - 2.4.9.3. Strategies for Working with Different Learning Styles
- 2.5. Methodology for Teaching Written Language
 - 2.5.1. Teaching Written Language
 - 2.5.1.1. Importance of Literacy in Academic Development
 - 2.5.1.2. Objectives of Teaching Written Language
 - 2.5.2. Fundamentals of Learning to Read
 - 2.5.2.1. Stages of Reading Development
 - 2.5.2.2. Strategies and Methods for Teaching Reading
 - 2.5.2.3. Factors Affecting Reading Learning
 - 2.5.3. Fundamentals of Writing Learning
 - 2.5.3.1. Stages of Writing Development
 - 2.5.3.2. Methods for Teaching Writing
 - 2.5.3.3. Factors Influencing Writing Learning
 - 2.5.4. Oral Language as a Basis for Learning Literacy and Social Development
 - 2.5.4.1. The Role of Oral Language in Learning Literacy
 - 2.5.4.2. The Relationship Between Oral Language and Cognitive Development
 - 2.5.4.3. Strategies for Promoting Oral Language in the Classroom
- 2.6. Language and Communication Disorders in the Educational Stages
 - 2.6.1. Importance of Identifying Language Disorders in the Educational Context
 - 2.6.1.1. Objectives of Speech Therapy Intervention in the Detection of Language Disorders
 - 2.6.1.2. Relationship Between Language Disorders and Academic Performance
 - 2.6.2. Language and Communication Disorders in Pre-school Education
 - 2.6.2.1. Language Disorders in Pre-school: Delay in the Development of Language
 - 2.6.2.2. Phonological and Morphosyntactic Disorders in Pre-school Education
 - 2.6.2.3. Early Assessment and Diagnosis in the Pre-school Context
 - 2.6.3. Language and Communication Disorders in Primary Education
 - 2.6.3.1. Dyslexia and Literacy Disorder
 - 2.6.3.2. Expressive and Receptive Language Disorders
 - 2.6.3.3. Speech Therapy in Primary Education: Approaches and Methods
 - 2.6.4. Language and Communication Disorders in High School Education
 - 2.6.4.1. Language Disorders in Adolescents: Difficulties in Oral Expression and Comprehension
 - 2.6.4.2. The Impact of Language Disorders on Academic Writing
 - 2.6.4.3. Intervention Strategies in High School Education
- 2.7. Speech Therapy in Schools
 - 2.7.1. Definition of Speech Therapy in the Educational Context
 - 2.7.1.1. Objectives and Fundamental Principles of School Speech Therapy
 - 2.7.1.2. The Importance of Early Intervention in Language Disorders
 - 2.7.2. Speech Therapy in the School Educational System
 - 2.7.2.1. The Role of the Speech Therapist in the School: Functions and Responsibilities
 - 2.7.2.2. Speech Therapy as Part of the Educational Team
 - 2.7.2.3. Integration of the Speech Therapist into the School Structure

- 2.7.3. Areas of Intervention in Educational Speech Therapy
 - 2.7.3.1. Intervention in the Development of Oral Language
 - 2.7.3.2. Intervention in Literacy and Academic Skills
 - 2.7.3.3. Speech Therapy Intervention in Social and Emotional Development
- 2.7.4. Models of Educational Intervention
 - 2.7.4.1. Medical-Rehabilitative Model: Diagnosis and Treatment
 - 2.7.4.2. Pedagogical-Integrative Model: Inclusive Approaches and Curricular Adaptations
 - 2.7.4.3. Collaborative Model: Interdisciplinary Work with Other Professionals
- 2.7.5. The Guidance Department and the Educational and Psychopedagogical Guidance Teams
 - 2.7.5.1. Functions and Structure of the Guidance Department
 - 2.7.5.2. Collaboration between Speech Therapists and Psychopedagogical Teams
 - 2.7.5.3. Psychopedagogical Assessment as an Intervention Tool
- 2.7.6. Educational Guidance Tools: Psychopedagogical Assessment
 - 2.7.6.1. Types of Psychopedagogical Assessment in Speech Therapy
 - 2.7.6.2. Language and Communication Assessment Techniques and Tools
 - 2.7.6.3. The Importance of Continuous Assessment in the Intervention Process
- 2.8. Speech Therapy Intervention Focused on the Person and the Family
 - 2.8.1. Person-centered Approach: Definition and Principles
 - 2.8.1.1. Objectives of Family-Centered Speech Therapy
 - 2.8.1.2. The Importance of Family-Speech Therapist Collaboration
 - 2.8.2. The Family-Centered Approach
 - 2.8.2.1. Principles and Foundations of the Family-Centered Approach
 - 2.8.2.2. The Family as an Ally in the Therapeutic Process
 - 2.8.2.3. Benefits of a Collaborative Approach between Family and Professionals
 - 2.8.3. Characteristics of the Approach
 - 2.8.3.1. Active Participation of the Family in the Intervention Process
 - 2.8.3.2. Respect for Family Values and Needs
 - 2.8.3.3. Strengthening Family Autonomy in the Educational Process
 - 2.8.4. Characteristics of Adult Learning. How to Teach Parents?
 - 2.8.4.1. Theories of Adult Learning
 - 2.8.4.2. Strategies for Teaching Parents about Supporting Language Development
 - 2.8.4.3. Effective Communication Techniques with Parents
- 2.8.5. Training Needs of the Family-Centered Professional
 - 2.8.5.1. Training and Skills Needed to Work with Families
 - 2.8.5.2. The Importance of Continuing Education in Speech Therapy Intervention
 - 2.8.5.3. Tools to Improve Communication and the Professional-Family Relationship
- 2.8.6. Parental Profiles at School
 - 2.8.6.1. Types of Parental Involvement in School Life
 - 2.8.6.2. Identification of Parental Profiles and their Impact on Learning
 - 2.8.6.3. Strategies for Involving Parents in the Educational Process
- 2.9. Inclusive Education and Disability
 - 2.9.1. Definition of Inclusive Education and its Fundamental Principles
 - 2.9.1.1. Objectives of Inclusive Education in the Attention to Diversity
 - 2.9.1.2. Benefits of an Inclusive Approach for All Students
 - 2.9.2. Historical Evolution of Attention to Diversity
 - 2.9.2.1. History of Educational Inclusion and Social Progress
 - 2.9.2.2. Legislative Changes and Inclusion Policies in Education
 - 2.9.2.3. Challenges and Achievements of Attention to Diversity
 - 2.9.3. Inclusion as an Educational Phenomenon
 - 2.9.3.1. Inclusion as a Fundamental Right of Students
 - 2.9.3.2. Inclusive Educational Models
 - 2.9.3.3. Inclusion and its Implications for Teaching Practice
 - 2.9.4. Conceptualization of Students Requiring Attention to Diversity
 - 2.9.4.1. Definition and Categories of Students with Special Educational Needs
 - 2.9.4.2. Identification and Diagnosis of Support Needs
 - 2.9.4.3. The Educational Response to Diversity: Adaptations and Adjustments
 - 2.9.5. Curricular Adaptations
 - 2.9.5.1. Types of Curricular Adaptations: Significant and Non-Significant
 - 2.9.5.2. The Process of Designing Curricular Adaptations
 - 2.9.5.3. Assessment of Curricular Adaptations
 - 2.9.6. The Diversity Attention Plan
 - 2.9.6.1. Design and Implementation of the Diversity Attention Plan
 - 2.9.6.2. The Evaluation of the Diversity Attention Plan
 - 2.9.6.3. Collaboration between Professionals in the Elaboration of the Plan

- 2.9.7. Special Needs Education Centers
 - 2.9.7.1. Characteristics and Functions of Special Needs Education Centers
 - 2.9.7.2. The Relationship between Ordinary Centers and Special Education Centers
 - 2.9.7.3. Models for the Integration of Special Needs Education into the Education System
- 2.10. Interculturality in Educational Centers
 - 2.10.1. Definition and Context of Interculturality in Education
 - 2.10.1.1. Objectives of Educational Interculturality in Educational Centers
 - 2.10.1.2. Interculturality as a Value in Educational Society
 - 2.10.2. Historical Evolution of Interculturality
 - 2.10.2.1. The Concept of Interculturality through Time
 - 2.10.2.2. Approaches to Interculturalism in Education at Different Times
 - 2.10.2.3. Interculturality in the Context of Globalization
 - 2.10.3. Paradigms and Educational Models
 - 2.10.3.1. Models of Intercultural Education
 - 2.10.3.2. Pedagogical Approaches to Cultural Diversity
 - 2.10.3.3. The Role of Educators in Promoting Interculturality
 - 2.10.4. Interculturality as an Educational Response
 - 2.10.4.1. The Inclusion of Interculturality in the School Curriculum
 - 2.10.4.2. Pedagogical Strategies for Intercultural Integration
 - 2.10.4.3. The Evaluation of Intercultural Education in the Classroom
 - 2.10.5. Intercultural Communication in the School Environment
 - 2.10.5.1. Challenges in Intercultural Communication at School
 - 2.10.5.2. Strategies for Improving Intercultural Communication in Education
 - 2.10.5.3. Intercultural Mediation in the School Environment





“

You will develop the analytical skills essential for understanding and assessing language disorders in your patients, applying linguistic methods in speech therapy practice. What are you waiting for to enroll?”

04

Teaching Objectives

Through this program, graduates will be able to acquire the necessary skills to analyze and address linguistic phenomena from various perspectives, such as phonetics, morphology, syntax and pragmatics, applying this knowledge in speech therapy intervention. They will also understand the structure and organization of educational institutions, facilitating their effective collaboration with speech therapists and other professionals in school contexts. Another key objective will be to enable them to reflect on contemporary educational approaches, including attention to diversity and interculturality, promoting an interdisciplinary approach that optimizes intervention and results in patients.



“

Bet on TECH! You will delve into the importance of the family as a key factor in the learning process, as well as analyzing the psychological and educational theories that have marked the evolution of the field”

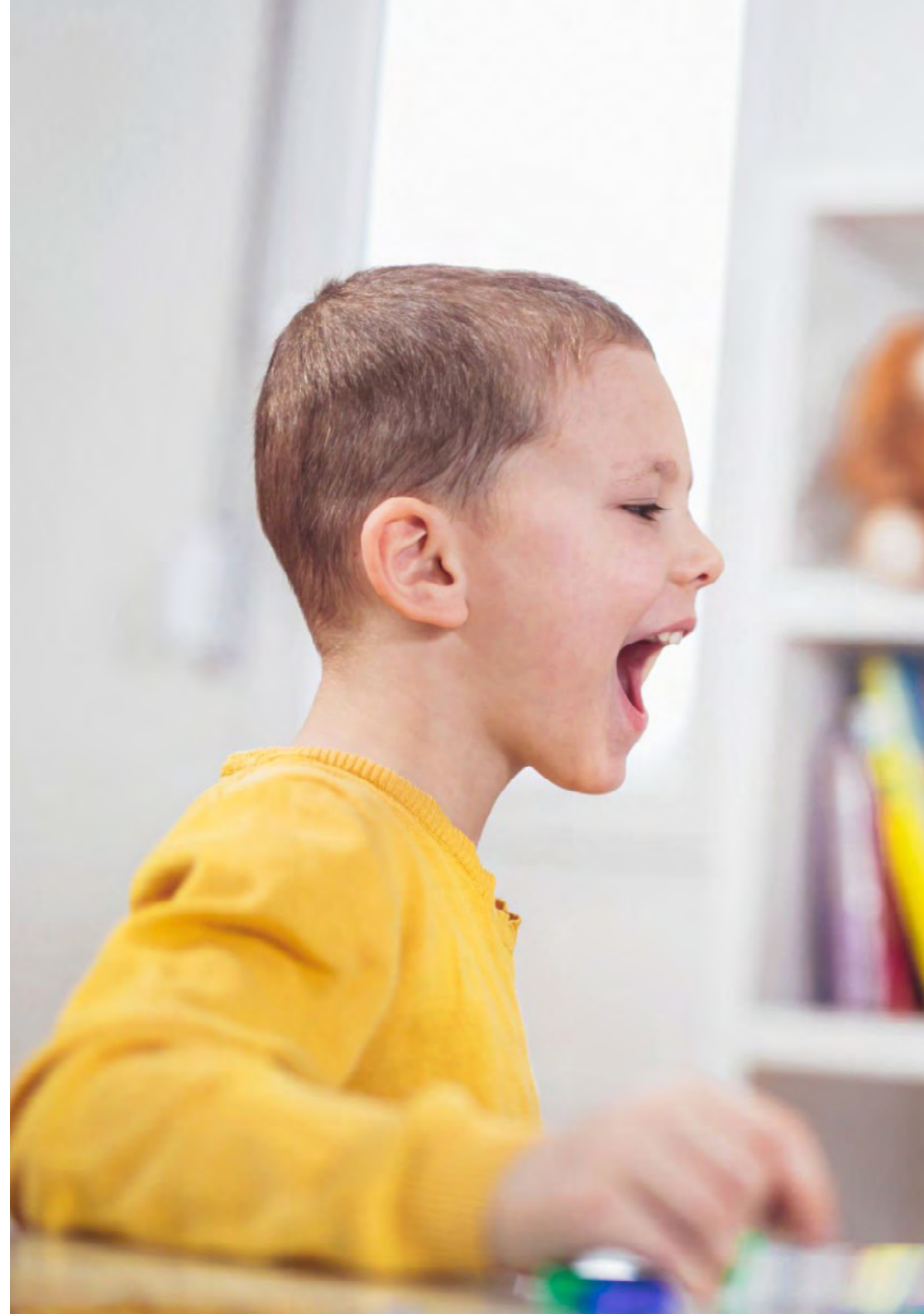


General Objectives

- ♦ Understand the structure and functioning of human language by analyzing its fundamental components and linguistic theories
- ♦ Analyze the organizational charts and hierarchical structure of educational institutions, so that the speech therapist can interact efficiently in the school context

“

You will investigate the paradigms of attention to diversity and interculturality in schools, acquiring the necessary skills to adapt speech therapy intervention in multicultural and diverse contexts”





Specific Objectives

- ♦ Develop analytical skills for the description of linguistic phenomena from phonetic, phonological, morphological, syntactic, semantic and pragmatic perspectives
- ♦ Apply linguistic concepts and methods to the analysis of language in the practice of speech therapy
- ♦ Understand intrinsic and extrinsic factors and their interaction, with special emphasis on the role of the family as a key factor in the learning process
- ♦ Analyze the main theories and models of Educational Psychology throughout history, to provide a theoretical framework that can be applied in their professional practice
- ♦ Conceptualize speech therapy intervention in the school environment, its methods and areas of action, as well as its relationship with other disciplines and families
- ♦ Be familiar with the different paradigms of attention to diversity that have emerged over time and reflect on their application in the educational environment
- ♦ Analyze the phenomenon of interculturality in educational centers and study the theories that guide speech therapy intervention in intercultural school contexts

05 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

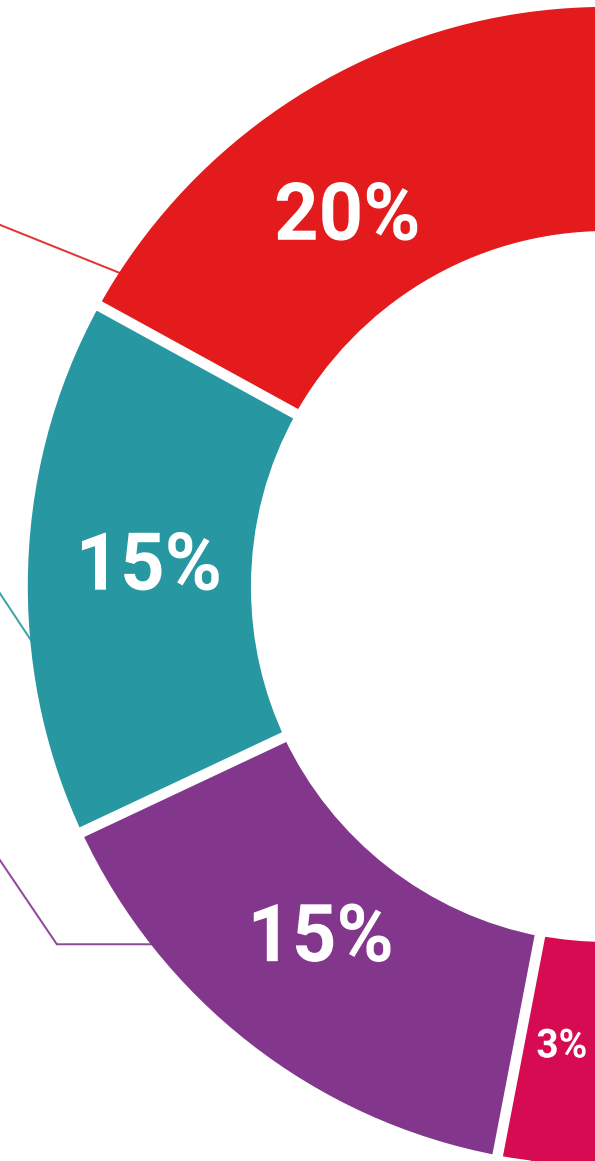
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

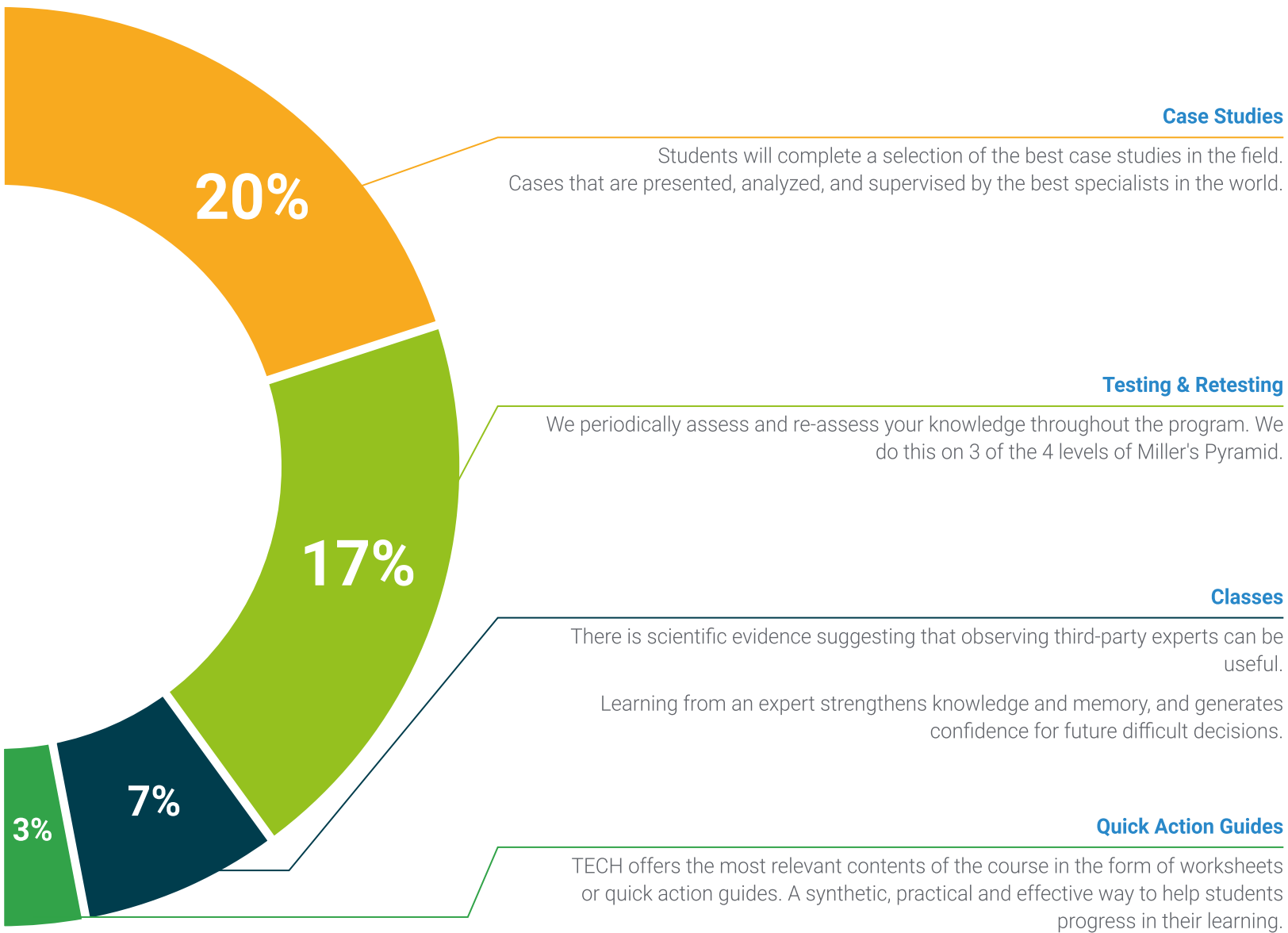
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

This Postgraduate Certificate in Educational Principles in Speech Therapy guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate issued by TECH Global University.



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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 Certificate in Educational Principles in Speech Therapy** 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 Certificate in Educational Principles in Speech Therapy**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**





Postgraduate Certificate
Educational Principles
in Speech Therapy

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

Postgraduate Certificate

Educational Principles in Speech Therapy

