Postgraduate Diploma

Dysphasia and Voice Rehabilitation

tech technological university

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Postgraduate Diploma
Dysphasia and Voice Rehabilitation

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

Website: www.techtitute.com/pk/medicine/postgraduate-diploma/postgraduate-diploma-dysphasia-voice-rehabilitation

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01

Introduction

As a result of various diseases, people may experience different types of dysphonia or pathologies such as dysphagia. Its proper approach is essential to ensure an adequate recovery of orofacial and vocal activity, which has led to the development of sophisticated rehabilitation techniques, which the specialist must know in depth to optimize its update. Faced with this situation, TECH has designed this program, with which the student will delve into the updated speech therapy treatments of organic dysphonia or detect the latest compensatory techniques to treat dysphagia. In addition, you will learn 100% online, without having to make uncomfortable trips to study centers.

The University Expert in Dysphagia and Voice Rehabilitation will enable you to identify the most recent strategies for approaching organic dysphonia from a speech therapy perspective"

Neurodegenerative diseases or acquired brain damage cause, in a large number of cases, the onset of dysphagia and various voice disorders, leading to a significant decrease in the quality of life for those who suffer from them. In this line, updated evaluation methods and treatments have been designed to address these pathologies in a rigorous manner in order to preserve the patient's well-being the patient's well-being. For this reason, the benefits offered by these procedures highlight the relevance of a specialist's the relevance of an in-depth knowledge of them on the part of the specialist.

This is why TECH has promoted the creation of this University Expert, through which the student will identify the most recent advances in Dysphagia and Voice Rehabilitation. During 425 hours of intensive learning, you will detect state-of-the-art exercises and techniques for the speech therapy treatment of organic-functional dysphonias according to each rehabilitation objective. You will also delve into the sophisticated therapy of voice problems derived from acquired neurological pathologies or learn about modern methods for exercising the muscles involved in swallowing.

All this, following a 100% online methodology, which will allow the specialist to obtain an effective teaching through the elaboration of his own study schedules. Likewise, this degree is designed and taught by experts who actively practice their profession in the field of Speech and Orofacial Neurorehabilitation. As a result, the knowledge adopted by the student will be completely and constantly updated.

This **Postgraduate Diploma in Dysphasia and Voice Rehabilitation** contains the most complete and up-to-date scientific program on the market. The most important features include:

- The development of case studies presented by experts in Speech Neurorehabilitation and Vital Function
- 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
- 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

Through this degree, you will learn the most avant-garde techniques to treat voice problems derived from acquired neurological pathologies"

This University Expert has a 100% online methodology that will allow you to learn without having to travel to a study center. a study center"

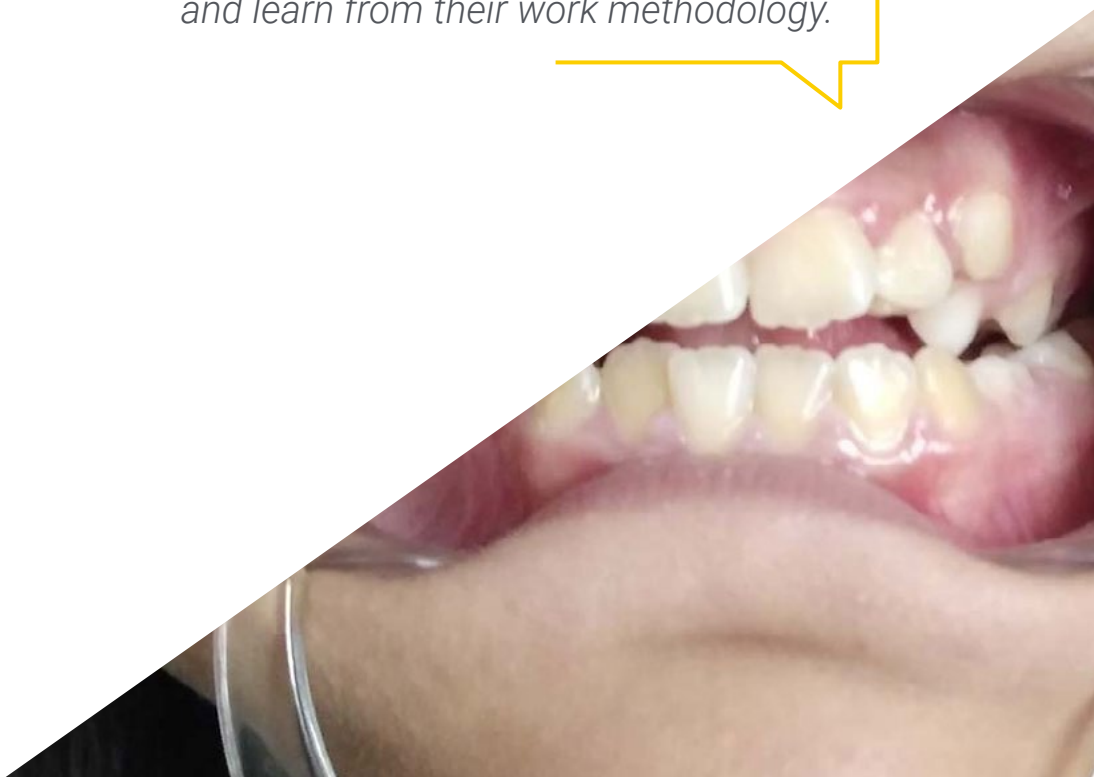
TECH has designed this degree with the premise of providing the specialist with the most updated tools for the management of different Voice and Dysphagia disorders.

Make the most of this opportunity to surround yourself with expert professionals and learn from their work methodology.

The program's teaching staff includes professionals from the field who contribute their work experience to this educational 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 immersive education programmed to learn in real situations.

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



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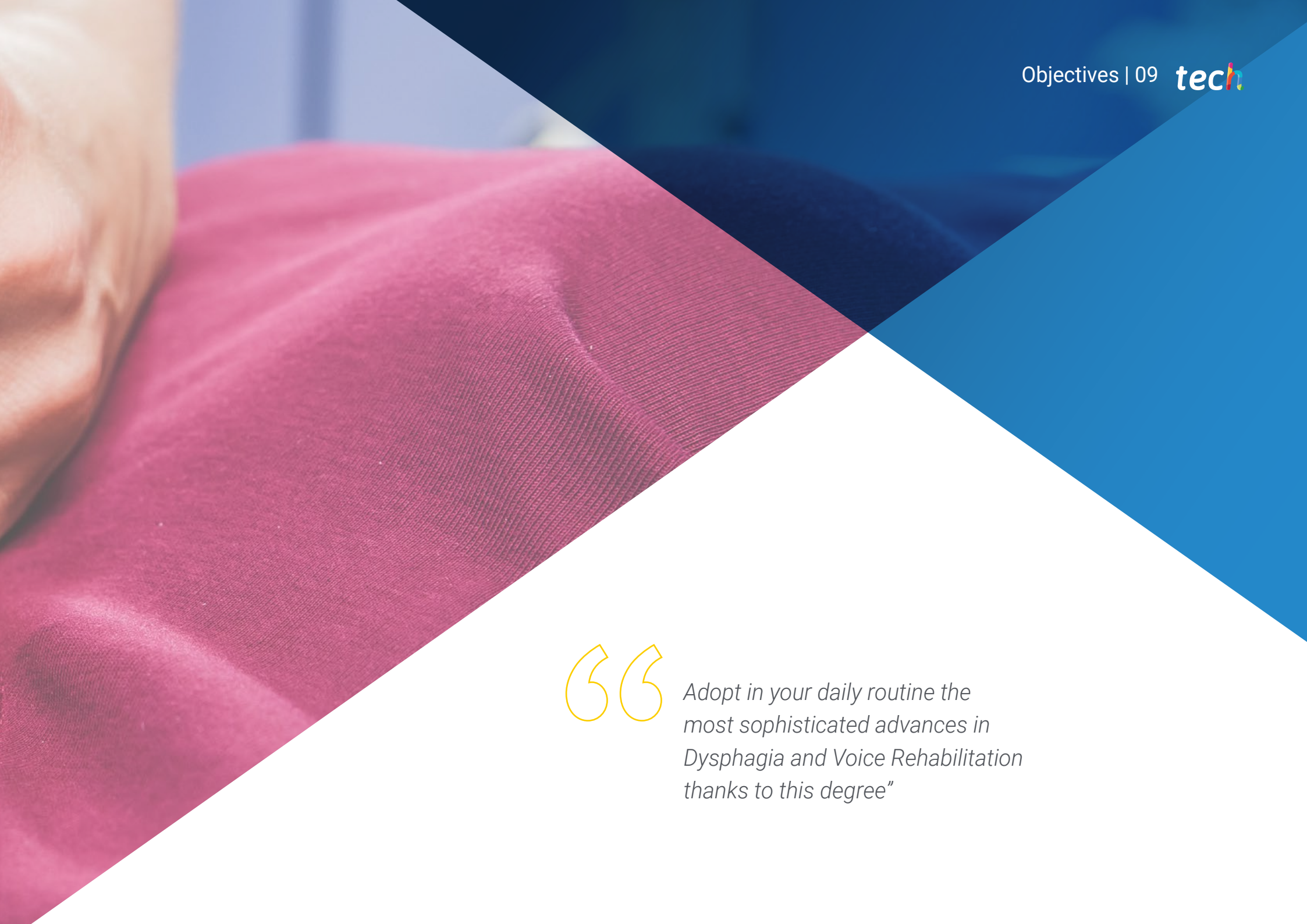
Objectives

This University Expert has been carried out with the intention of providing the student with the most relevant and cutting-edge knowledge on Dysphagia and Voice Rehabilitation. During this academic experience, you will delve into up to date speech therapy treatments for different dysphonias and intervention strategies for dysphagia. in Dysphagia. In addition, their learning will preserve the achievement of the following general and specific objectives.



Adopt in your daily routine the most sophisticated advances in Dysphagia and Voice Rehabilitation thanks to this degree"

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
- Know various approaches and intervention programs in neurological and speech therapy neurorehabilitation

Specific Objectives

Module 1. Anatomy and Physiology of the Voice. Vocal Chord Status

- Learn how to implement a correct and complete assessment of vocal function in daily clinical practice
- Learn the specific anatomical and functional aspects of the phonatory system as a basis for the rehabilitation of voice disorders and for voice work with voice professionals
- Gain knowledge about the most important features of the voice and learn to listen to different types of voices in order to know which aspects are altered to guide clinical practice

Module 2. Vocal Rehabilitation

- Gain in-depth knowledge of the most current diagnostic and treatment techniques
- Analyze the different possible voice disorders and achieve scientific rigor in treatments
- Solve real practical cases with current therapeutic approaches based on scientific evidence
- Delve into the knowledge and analysis of the results obtained in objective voice assessments
- Learn about different approaches to the treatment of vocal pathologies
- Raise awareness of the need for vocal care
- View the voice as a global ability of the person and not as an exclusive act of the phonatory system

Module 3. Assessment and Intervention in Dysphagia of Neurological Origin in Adults

- Learn the anatomy and physiology of swallowing
- Provide anatomical and physiological knowledge of the structures involved in normal and pathological swallowing
- Learn the functional basis of dysphagia to classify it and know the pathologies associated with this disorder
- Know the scales of assessment, exploration and instrumental techniques
- Develop strategies to assess dysphagia before, during and after speech therapy intervention
- Learn how to assess the nutritional status of patients with dysphagia and the consequences of poor hydration and malnutrition
- Learn compensatory techniques as opposed to rehabilitative techniques
- Train in the comprehensive approach to dysphagia of neurological origin

Through this degree, you will learn the most avant-garde techniques to treat voice problems derived from acquired neurological pathologies"

03

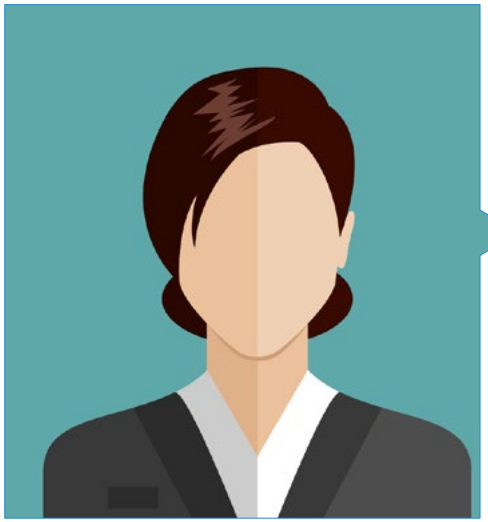
Course Management

In order to maintain intact the high academic level of TECH degrees, this University Expert has a teaching staff made up of the best professionals working in the field of Speech Therapy Neurorehabilitation.

These specialists are the ones who carry out all the didactic contents that the student will enjoy during the duration of this program. For this reason, the knowledge you will acquire will be completely and constantly updated.

Together with high caliber specialists in the area of Speech Therapy Neurorehabilitation, you will gain the most professionally applicable knowledge on Dysphagia and Voice Rehabilitation"

Management



Ms. Santacruz García, Estefanía

- Social integrator and clinical speech therapist at Uner La Clinic.
- Teacher at CEFIRE
- Specialist in Orofacial and Myofunctional Therapy

Dr. Borrás Sanchís, Salvador

- Psychologist, Teacher and Speech Therapist
- Educational Counselor at Generalitat Valenciana, Consejería de Educación (Valencian Regional Government)
- Abile Education Specialist
- Partner of Avance SL
- Pedagogical Advisor and External Collaborator of Aula Salud (an organization to promote health in the classroom)
- Pedagogical Director in iteNlearning
- Author of "Guía para la reeducación de la deglución atípica y trastornos asociados"
- Pedagogical Director in the Instituto DEIAP (Institute for Comprehensive Development and Psychoeducational Care)
- Degree in Psychology
- Hearing and Speech Teacher
- Diploma 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
- Diploma in Psychodiagnosis and Early Care Treatment
- Direct collaboration in Dental Office
- Graduate in Speech Therapy
- Master's Degree in Special Education and in Foreign Languages from the Pontifical University of Salamanca
- ISEP Master's Degree in Myofunctional Therapy

Dr. Carrasco de Larriva, Concha

- Expert in Cognitive Rehabilitation and Clinical Neuropsychology
- Psychologist at PEROCA
- Clinical Neuropsychologist accredited by the General Council of Psychology in Spain
- Assistant Professor of the Department of Psychology at the Catholic University San Antonio of Murcia
- Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- Expert 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 assessment 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 Maria

- Speech therapist specialized in Acquired Brain Injury Neurorehabilitation
- Speech therapist at UNER Clinic
- Speech therapist at Integra Brain Injury
- Speech therapist at Ineuro
- Graduate in Speech Therapy
- Master's Degree in Speech Therapy Neurorehabilitation in Acquired Brain Injury

Ms. Jiménez Jiménez, Ana

- Clinical Neuropsychologist and Social Worker
- Clinical Neuropsychologist at Integra Cerebral Damage
- Neuropsychologist at UNER Clinic
- Educator of the Social Action Team Murcia in Cáritas Spain
- Degree in Social Work at the University of Murcia
- Degree in Psychology from the National Distance Education University(UNED)
- Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- Master's Degree in Management adn Administration from the National University of Distance Education (UNED)

Ms. Muñoz Boje, Rocío

- Occupational Therapist Specialist in Neurorehabilitation in the Uner Clinic
- Degree in Occupational Therapy

Ms. López Samper, Belén

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

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 in Iberocardio for Aspace (Main Confederation and Entity for Cerebral Palsy Care in Spain)

Ms. Navarro Marhuenda, Laura

- Neuropsychologist at Kinemas Center
- Specialist in Child and Adult Neurorehabilitation at Centro Integral de Daño Cerebral
- Master's Degree in Speech in Neurorehabilitation and Vital Function Analysis
- Neuropsychologist at INEURO
- Neuropsychologist at Uner La Clinic
- Degree in Psychology from the Miguel Hernández University of Elche
- Master's Degree in Health Psychology from the Miguel Hernández University of Elche
- Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- 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 Hispanic Ballet Company
- Dancer at the Andalusian Dance Center
- Graduate in Human Nutrition and Dietetics by the Catholic University San Antonio
- Specialist in Dance Pedagogy by the Theatre Institute of Barcelona
- Intermediate Degree in Classical Dance at the Conservatory of Murcia

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, *Ankyloglossia and the Success of Breastfeeding*, ISBN13: 978- 84- 695- 5302- 2. 2012

04

Structure and Content

The curriculum of this University Expert has been designed with the objective of providing the specialist, through 3 very complete modules, with the most advanced and updated knowledge in Dysphagia and Voice Rehabilitation. Likewise, the didactic contents available throughout this program are present in a wide range of textual and multimedia formats. In this way, the student will enjoy a 100% online, enjoyable and fully individualized learning.

The state-of-the-art Relearning system of this degree allows you to learn at your own pace from home your home"

Module 1. Anatomy and Physiology of the Voice. Vocal Chord Status

1.1. Voice Anatomy
- 1.1.1. Laryngeal Anatomy
- 1.1.2. Respiratory Structures Involved in Phonation
  - 1.1.2.1. Chest
  - 1.1.2.2. Airway
  - 1.1.2.3. Respiratory Musculature
- 1.1.3. Laryngeal Structures Involved in Phonation
  - 1.1.3.1. Laryngeal Skeleton
  - 1.1.3.2. Cartilage
  - 1.1.3.3. Joints
  - 1.1.3.4. Musculature
  - 1.1.3.5. Innervation
- 1.1.4. Structures of the Vocal Tract Involved in Phonation
  - 1.1.4.1. Linear Source-Filter Model
  - 1.1.4.2. Non-Linear Source-Filter Model

1.2. Voice Physiology
- 1.2.1. Histology of Vocal Folds
- 1.2.2. Biomechanical Properties of the Vocal Folds
- 1.2.3. Myoelastic Mucoondulatory Theory and Aerodynamic Theory

1.3. Pathological Voice
- 1.3.1. Euphonia vs. Dysphonia
- 1.3.2. Vocal Fatigue
- 1.3.3. Acoustic Signs of Dysphonia
- 1.3.4. Classification of Dysphonia

1.4. Medical- Surgical Treatment
- 1.4.1. Phonosurgery
- 1.4.2. Laryngeal Surgery
- 1.4.3. Medication in Dysphonia

1.5. Physical and Acoustic Aspects
- 1.5.1. Physical Aspects of the Voice
  - 1.5.1.1. Types of Waves
  - 1.5.1.2. Physical Properties of Sound Waves: Amplitude and Frequency
  - 1.5.1.3. Transmission of Sound
- 1.5.2. Acoustic Voice Aspects
  - 1.5.2.1. Intensity
  - 1.5.2.2. Pitch
  - 1.5.2.3. Quality

1.6. Objective Voice Assessment
- 1.6.1. Morphofunctional Exploration
- 1.6.2. Electroglottography
- 1.6.3. Aerodynamic Measures
- 1.6.4. Electromyography
- 1.6.5. Videochemography
- 1.6.6. Acoustic Analysis

1.7. Perceptual Assessment
- 1.7.1. GRBAS
- 1.7.2. RASAT
- 1.7.3. GBR Score
- 1.7.4. CAPE-V
- 1.7.5. VPAS

1.8. Functional Assessment
- 1.8.1. Fundamental Frequency
- 1.8.2. Phonetogram
- 1.8.3. Maximum Phonatory Times
- 1.8.4. Velo-Palatine Efficiency
- 1.8.5. VHI

1.9. Assessing Vocal Quality
- 1.9.1. Vocal Quality
- 1.9.2. High Vocal Quality vs. Low Vocal Quality
- 1.9.3. Vocal Quality Assessment in Voice Professionals

1.10. Medical History
- 1.10.1. The Importance of Medical History
- 1.10.2. Characteristics of the Initial Interview
- 1.10.3. Medical History Sections and Voice Implications
- 1.10.4. Proposal of a Model of Anamnesis for Vocal Pathology

Module 2. Vocal Rehabilitation

2.1. Speech Therapy Treatment for Functional Dysphonias
- 2.1.1. Type I: Isometric Laryngeal Disorder
- 2.1.2. Type II: Glottic and Supraglottic Lateral Contraction
- 2.1.3. Type III: Anteroposterior Supraglottic Contraction
- 2.1.4. Type IV: Conversion Aphonia/Dysphonia and Psychogenic Dysphonia with Arched Vocal Cords
- 2.1.5. Transitional Adolescent Dysphonia

2.2. Speech Therapy Treatment for Organic Dysphonias
- 2.2.1. Introduction
- 2.2.2. Speech Therapy in Congenital Origin Dysphonias
- 2.2.3. Speech Therapy in Acquired Origin Dysphonias

2.3. Speech Therapy Treatment for Organic-Functional Dysphonias
- 2.3.1. Introduction
- 2.3.2. Objectives in the Rehabilitation of Organic-Functional Pathologies
- 2.3.3. Proposal of Exercises and Techniques according to the Rehabilitation Objective

2.4. Voice in Acquired Neurological Problems
- 2.4.1. Dysphonias of Neurological Origin
- 2.4.2. Speech Therapy Treatment

2.5. Child Dysphonia
- 2.5.1. Anatomical Characteristics
- 2.5.2. Vocal Characteristics
- 2.5.3. Intervention

2.6. Hygiene Therapy
- 2.6.1. Introduction
- 2.6.2. Harmful Habits and Their Effect on the Voice
- 2.6.3. Preventive Measures

2.7. Semi-Occluded Vocal Tract Exercises
- 2.7.1. Introduction
- 2.7.2. Justification
- 2.7.3. TVSO

2.8. Estill Voice Training
- 2.8.1. Jo Estill and the Creation of the Model
- 2.8.2. Principles of Estill Voice Training
- 2.8.3. Description

Module 3. Assessment and Intervention in Dysphagia of Neurological Origin in Adults

3.1. Swallowing: Definition and Anatomy
- 3.1.1. Definition of Swallowing
- 3.1.2. Swallowing Anatomy: Structures
  - 3.1.2.1. Oral Cavity
  - 3.1.2.2. Pharynx
  - 3.1.2.3. Larynx
  - 3.1.2.4. Oesophageal
- 3.1.3. Swallowing Anatomy: Neurological Control
  - 3.1.3.1. Central Nervous System
  - 3.1.3.2. Cranial Nerves
  - 3.1.3.3. Autonomic Nervous System

3.2. Swallowing: The Swallowing Process
- 3.2.1. Phases of Swallowing
  - 3.2.1.1. Preoral Phase
  - 3.2.1.2. Oral Phase
    - 3.2.1.2.1. Oral Preparatory Phase
    - 3.2.1.2.2. Oral Transport Phase
  - 3.2.1.3. Pharyngeal Phase
  - 3.2.1.4. Esophageal Phase
- 3.2.2. Valve System
- 3.2.3. Biomechanics of Swallowing
  - 3.2.3.1. Swallowing Liquids
  - 3.2.3.2. Swallowing Semi-Solids
  - 3.2.3.3. Swallowing Solids: Chewing
- 3.2.4. Breathing-Swallowing Coordination

3.3. Introduction to Dysphagia
- 3.3.1. Definition
- 3.3.2. Etiology and Prevalence
  - 3.3.2.1. Functional Causes
  - 3.3.2.2. Organic Causes
- 3.3.3. Classification
  - 3.3.3.1. Types of Dysphagia
  - 3.3.3.2. Severity of Dysphagia
- 3.3.4. Differentiation Structural Dysphagia vs. Neurogenic Dysphagia
- 3.3.5. Signs and Symptoms of Dysphagia
- 3.3.6. Safety and Efficacy Concepts
  - 3.3.6.1. Safety Complications
  - 3.3.6.2. Efficacy Complications
- 3.3.7. Brain Damage Dysphagia
- 3.3.8. Dysphagia in the Elderly

3.4. Medical Assessment of Dysphagia
- 3.4.1. Medical Anamnesis
- 3.4.2. Scales of Assessment and Screening
  - 3.4.2.1. EAT-10
  - 3.4.2.2. V-VST. Volume-Viscosity Swallow Test
    - 3.4.2.2.1. How to Perform the V-VST
    - 3.4.2.2.2. Useful Tips when Using V-VST
- 3.4.3. Instrumental Tests
  - 3.4.3.1. Fibroendoscopy (FEES)
  - 3.4.3.2. Videofluoroscopy (VFS)
  - 3.4.3.3. Fibroendoscopy vs. Videofluoroscopy
  - 3.4.3.4. Pharyngoesophageal Manometry

3.5. Speech Therapy Assessment of Dysphagia
- 3.5.1. Medical History
- 3.5.2. General Patient Assessment
  - 3.5.2.1. Physical Examination
  - 3.5.2.2. Cognitive Examination
- 3.5.3. Clinical Patient Exploration
  - 3.5.3.1. Structural Assessment
  - 3.5.3.2. Oral Motor and Sensory Examination
  - 3.5.3.3. Cranial Nerves Assessment
  - 3.5.3.4. Reflex Assessment
  - 3.5.3.5. Exploring Swallowing by Phases (without Bolus)
  - 3.5.3.6. Using Auscultation and Sound Assessment
  - 3.5.3.7. Respiratory and Phonation Assessment
- 3.5.4. Tracheostomy Patient Assessment
- 3.5.5. Severity and Quality of Life Scales

3.6. Assessment of Nutritional Status
- 3.6.1. Importance of Nutrition
- 3.6.2. Screening Scales in Nutrition
  - 3.6.2.1. Malnutrition Universal Screening Tool (MUST)
  - 3.6.2.2. Mini Nutritional Assessment (MNA)
  - 3.6.2.3. Nutritional Risk Screening 2002 (NRS 2002)
- 3.6.3. Nutritional Assessment
- 3.6.4. Undernourishment
- 3.6.5. Dehydration
- 3.6.6. Nutritional Supplements
- 3.6.7. Alternatives to Oral Feeding
  - 3.6.7.1. Enteral Nutrition
    - 3.6.7.1.1. Naso/Oroenteral Tube Nutrition
    - 3.6.7.1.2. Nutrition by Gastrostomy
    - 3.6.7.1.3. Comparing Types of Enteral Nutrition
  - 3.6.7.2. Parenteral Nutrition

3.7. Dysphagia Rehabilitation Using Compensatory Techniques
- 3.7.1. Rehabilitation Treatment Objectives
- 3.7.2. Postural Techniques
- 3.7.3. Consistency Modifications
- 3.7.4. Modifying Intake Volume and Speed
- 3.7.5. Modifying Food at the Perceptual Level
- 3.7.6. New Textures
- 3.7.7. Adapting Utensils for Intake
- 3.7.8. Guidelines for Patients and Family
  - 3.7.8.1. Adaptation to Surroundings
  - 3.7.8.2. Drug Administration
  - 3.7.8.3. Oral Hygiene

3.8. Dysphagia Rehabilitation Using Rehabilitation Techniques I
- 3.8.1. Inclusion/Exclusion Criteria in Treatments Using Rehabilitation Techniques
- 3.8.2. Swallowing Maneuvers
- 3.8.3. Techniques to Exercise Swallowing Musculature
  - 3.8.3.1. Orofacial Myofunctional Therapy
    - 3.8.3.1.1. Soft Tissues Manipulation
    - 3.8.3.1.2. Sensory Enhancement Techniques
    - 3.8.3.1.3. Specific Exercises
      - 3.8.3.1.3.1. Tongue
      - 3.8.3.1.3.2. Lips/Buccinator Muscles
      - 3.8.3.1.3.3. Masticatory Muscles
      - 3.8.3.1.3.4. Palatal Veil
  - 3.8.3.2. Techniques to Stimulate Swallowing Reflex
  - 3.8.3.3. Bolus Propulsion Exercises
  - 3.8.3.4. Laryngeal Elevation (Hyoid Excursion) Exercises
  - 3.8.3.5. Exercises to Improve Glottic Closure

3.9. Dysphagia Rehabilitation Using Rehabilitation Techniques II
- 3.9.1. Dysphagia Treatment based on Symptomatology
- 3.9.2. Breathing Treatment
- 3.9.3. Positioning
- 3.9.4. Diet Implementation
- 3.9.5. Use of Botulinum Toxin
- 3.9.6. Neuromuscular Bandaging
  - 3.9.6.1. Rigid Bandages
  - 3.9.6.2. Flexible Bandages
- 3.9.7. Electrotherapy in Swallowing
- 3.9.8. New Technologies

3.10. Useful Content for Speech Therapists Working in Dysphagia
- 3.10.1. CPR in Diet
- 3.10.2. Diet Rheology
- 3.10.3. Additional Information

Take this University Expert and enjoy a pleasant and individualized learning experience through didactic materials in formats such as video or interactive summary"

05

Methodology

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

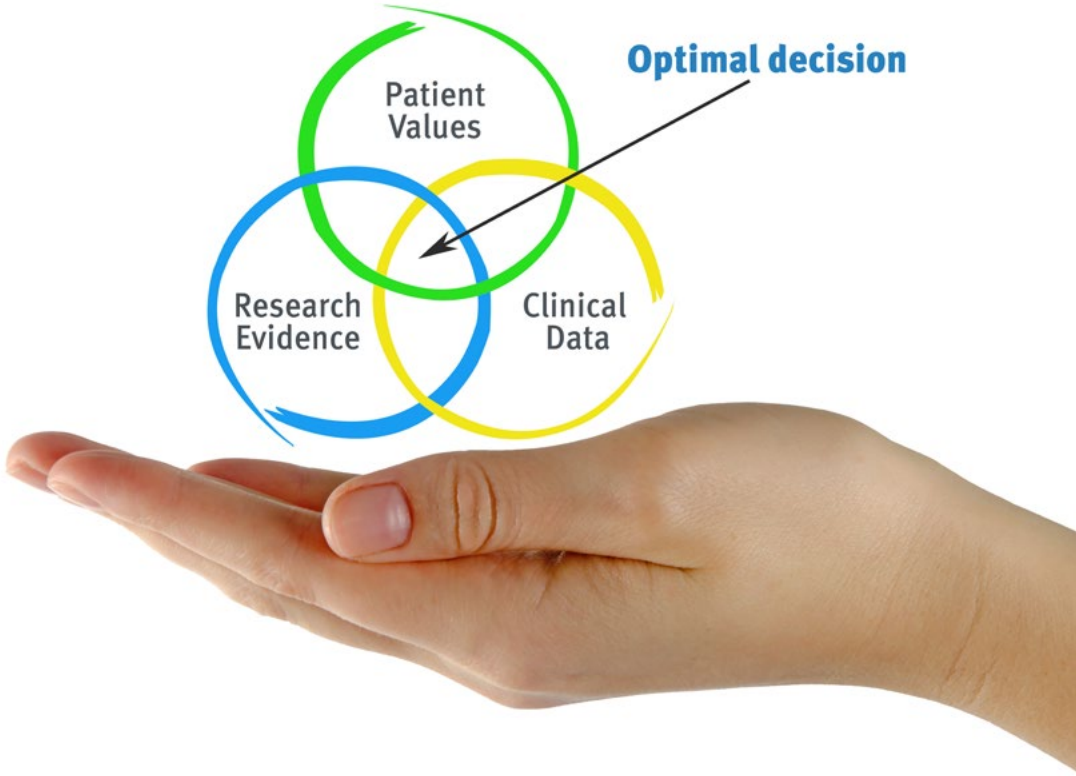
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

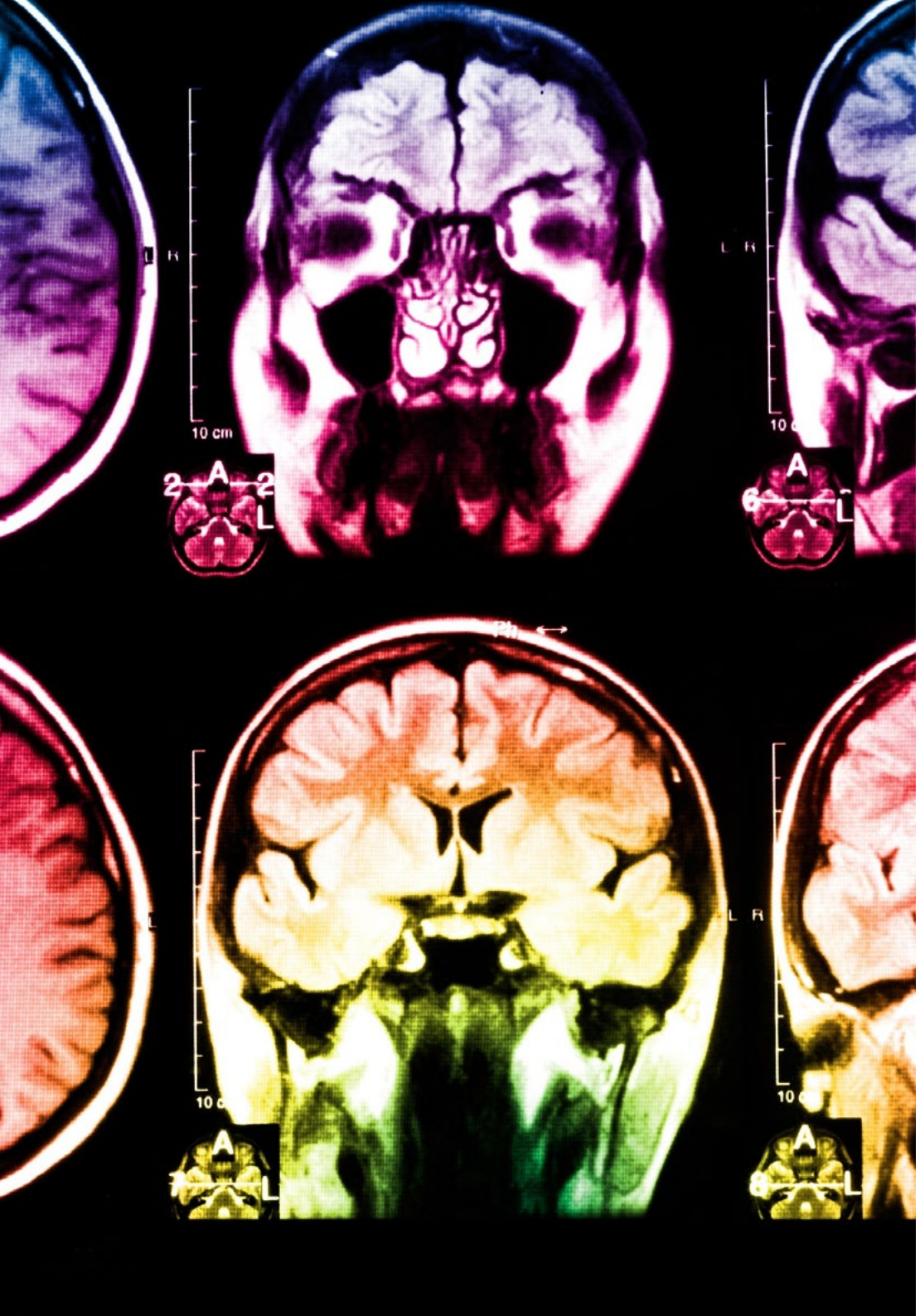
1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better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

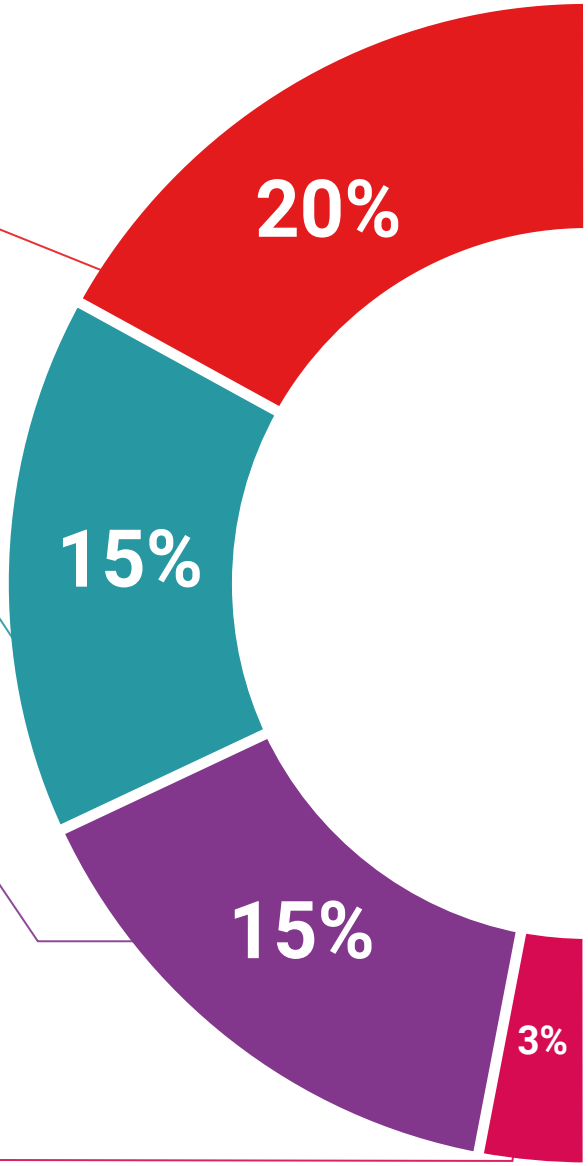
Interactive Summaries

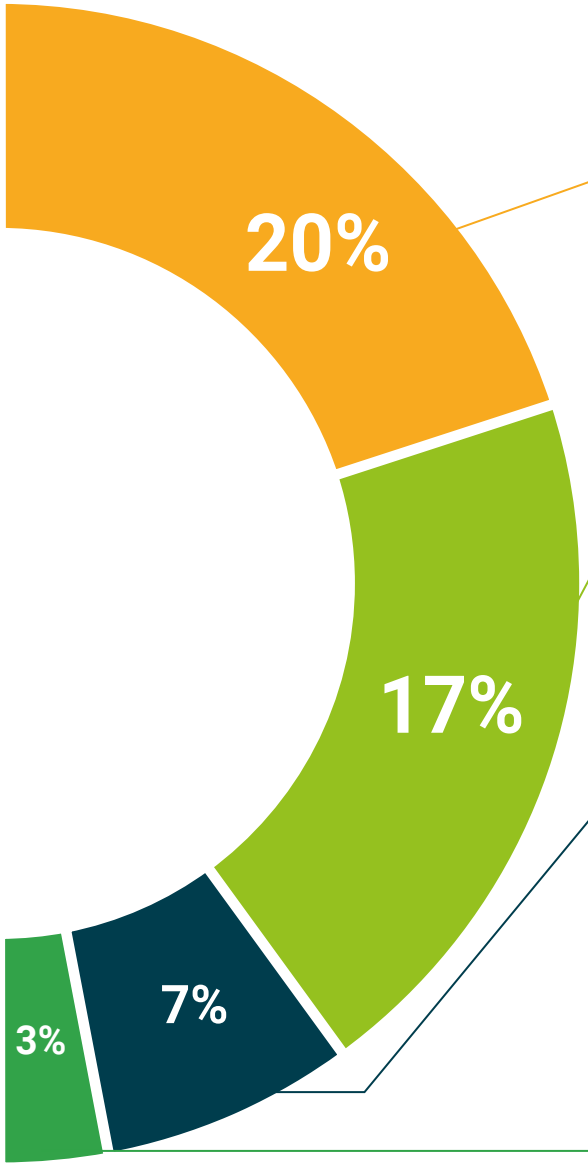
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Dysphasia and Voice Rehabilitation guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Dysphasia and Voice Rehabilitation** contains the most complete and up-to-date scientific on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Dysphasia and Voice Rehabilitation**

Official Nº of Hours: **425 h.**


tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Dysphasia and Voice Rehabilitation

This is a qualification awarded by this University, equivalent to 425 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

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 certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

tech technological university

Postgraduate Diploma
Dysphasia and Voice Rehabilitation

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

Postgraduate Diploma

Dysphasia and Voice Rehabilitation

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