Postgraduate Diploma

Motor Disorders, Ocular and Auditory Conditions in Medicine

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Postgraduate Diploma

Motor Disorders, Ocular and Auditory Conditions in Medicine

- Modality: **Online**
- Duration: **6 months.**
- Certificate: **TECH Global University**
- Accreditation: **17 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Acceso web: www.techtitute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-motor-disorders-ocular-auditory-conditions-medicine

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01

Introduction

Motor disorders impact people's daily lives, which makes it essential to address these disorders to reduce their symptoms and improve patients' quality of life. In this Postgraduate Diploma, common diagnostic classifications are utilized within multidisciplinary teams so that everyone's expertise can be leveraged to address the patient's needs. These disorders are numerous and diverse, ranging from neurodevelopmental disorders to diseases of the eye and ear.

This Postgraduate Diploma in Motor Disorders, Ocular and Auditory Conditions will instill a sense of security in your professional performance, helping you grow both personally and professionally"

The professors in this Postgraduate Diploma are specialists in Therapeutic Psychopedagogy who face the realities of students with functional diversity every day. They are not only well-versed in theory but also have practical experience in providing tailored responses to the needs of students individually, and within inclusion processes in the real world. To facilitate learning, teaching tools and technological innovations are employed, ensuring an effective learning experience for students.

This program stands out as a unique opportunity by combining the management of common diagnostic classifications within multidisciplinary teams and their practical application in daily professional life. This combination allows students to address the real demands within the within the field of work they practice.

This **Postgraduate Diploma in Motor Disorders, Ocular and Auditory Conditions in Medicine** contains the most complete and up-to-date scientific program on the market. The most important features of the course are:

- The development of practical cases presented by experts in Motor Disorders, Ocular and Auditory Conditions.
- 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.
- The latest updates on Motor Disorders, Ocular and Auditory Conditions.
- Practical exercises where the self-assessment process can be carried out to improve learning.
- A special emphasis on innovative methodologies in Motor Disorders, Ocular and Auditory Conditions.
- 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.

Update your knowledge through the Postgraduate Diploma in Motor Disorders, Ocular and Auditory Conditions in Medicine"

This Postgraduate Diploma could be the best investment you make in choosing a professional development program for two reasons: in addition to updating your knowledge in Motor Disorders, Ocular and Auditory Conditions, you will earn a recognized expert qualification from TECH Global University"

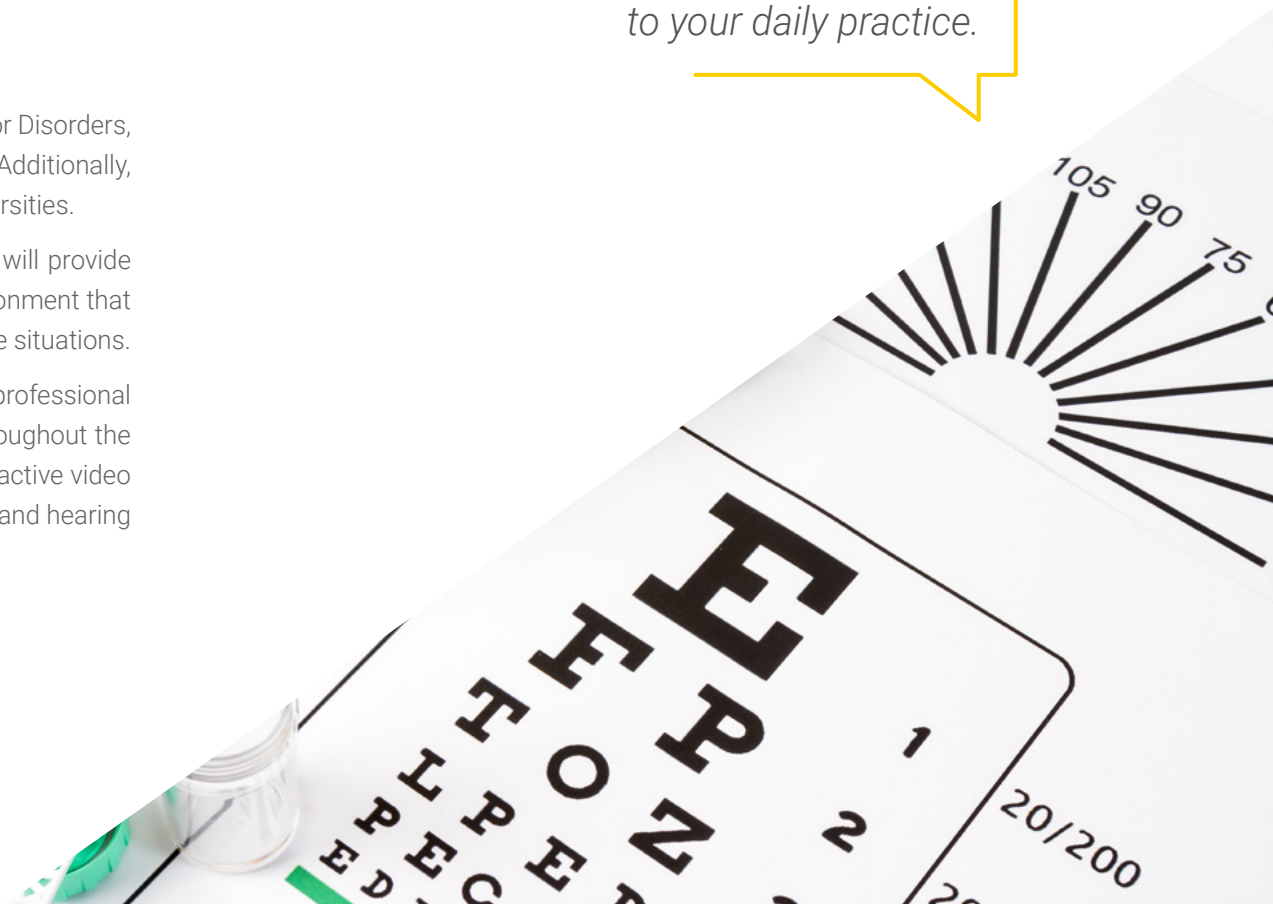
Increase your decision-making confidence by updating your knowledge through this specialist course.

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

The program includes a teaching staff of professionals from the field of Motor Disorders, Ocular and Auditory Conditions, who share their experience and knowledge. Additionally, it features renowned specialists from leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, specialists will be assisted by an innovative, interactive video system created by renowned experts in the field of motor disorders and eye and hearing problems with extensive experience.



02

Objectives

The primary goal of this program is to develop both theoretical and practical learning, enabling the physician to master Motor Disorders, Ocular and Auditory Conditions with both rigor and practical application.

This Postgraduate Diploma will allow you to update your knowledge in Motor Disorders, Ocular and Auditory Conditions in medicine using the latest educational technology to contribute to quality and safety in decision-making"

General Objectives

- Understand the evolution of Special Education, particularly in relation to international organizations such as UNESCO
- Use scientific vocabulary suited to the demands of multidisciplinary teams, participating in the coordination and monitoring of students.
- Collaborate in supporting families/legal guardians in the development of students
- Participate in the evaluation and diagnosis of special educational needs
- Create necessary adaptations for students with special educational needs
- Use methodology, tools, and material resources tailored to the individual needs of students with special educational needs
- Understand the basics of psychology, education, and neurology to read reports from other professionals and establish specific guidelines for responding to the needs of students in the educational setting
- Establish measures in the classroom, school center, and the student's environment to ensure full inclusion in today's society

Specific Objectives

- Understand and define various Motor Disorders
- Differentiate and recognize the impact of Motor Disorders across developmental stages
- Use assistive technologies in the teaching and learning process for students with motor needs
- Collaborate in designing adapted spaces for use by the entire educational community
- Coordinate with teaching teams to ensure the appropriate use of prosthetics and other assistive devices
- Define and understand what the eye is, its functions, and its possible diseases
- Recognize the most relevant eye diseases for subsequent evaluation and intervention
- Identify the neurological basis of development and learning in the developmental pyramid
- Understand developmental issues at various stages of the student's development for effective intervention
- Understand multiprofessional coordination with students, including the required documentation and organization based on their needs
- Know the social and individual interventions needed at different stages of student development
- Adapt tools and materials according to the student's needs
- Recognize various types of evaluations based on the student's disease
- Define and understand what the ear is, its functions, and its possible diseases
- Classify and recognize the most relevant ear diseases for subsequent evaluation and intervention

- Identify the neurological basis of development and learning in the developmental pyramid
- Understand developmental issues at various stages of the student's development for effective intervention
- Understand multiprofessional coordination with students, including the required documentation and organization based on their needs
- Know the social and individual interventions needed at different stages of student development
- Adapt tools and materials according to the student's needs
- Recognize various types of evaluations based on the student's disease

Take the step to update your knowledge on the latest developments in Motor Disorders, Ocular and Auditory Conditions"

03

Course Management

The program's teaching staff includes leading specialists in Motor Disorders, Ocular and Auditory Conditions in Medicine and other related areas, who bring their years of work experience to this program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.

Learn from leading professionals about the latest advancements in procedures in the field of Motor Disorders, Ocular and Auditory Conditions in Medicine"

Management

Dr. Mariana Fernández, Mª Luisa

- Psychologist and Specialist in Therapeutic Pedagogy
- Educational Counselor in the Community of Madrid, Ministry of Education.
- President and Founder of the Professional Association of Orientation and Education in the Community of Madrid, member of COPOE and AIOSP.

Faculty

Mr. Serra López, Daniel

- Teacher in Primary Education, specializing in Therapeutic Pedagogy.
- Active professional in a Special Education Center.

Ms. Vílchez Montoya, Cristina

- Teacher in Primary Education, specializing in Therapeutic Pedagogy.

Ms. Ruiz Rodríguez, Rocío

- Teacher in Primary Education, specializing in Therapeutic Pedagogy.

Mr. Pérez Mariana, Julio Miguel

- Teacher in Primary Education with a focus on Physical Education.
- Higher Technician in Physical Activity and Sports Animation.
- Technician in Conducting Physical-Sports Activities.

04

Structure and Content

The content structure has been designed by a team of professionals from the best educational centers and universities in the country, who are aware of the relevance of up-to-date education and are committed to quality teaching through new educational technologies.

A comprehensive educational program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

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

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

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

1.3. Incidences in the Stages of Development
- 1.3.1. Definition and Concept of the Motor Development Stages
- 1.3.2. Definition and Concept of the Development Stages of the Musculoskeletal System and Connective Tissue System
- 1.3.3. Need to Unify the Stages
- 1.3.4. Milestones in Development
- 1.3.5. Incidences in the Embryo and Fetus: Consequences
- 1.3.6. Incidences in the First Year of Life: Consequences
- 1.3.7. Incidences in the Proximo-Distal Rule: Consequences
- 1.3.8. Incidences in the Cephalocaudal Rule: Consequences
- 1.3.9. Incidences in Walking: Consequences
- 1.3.10 Other Incidences

1.4. Multiprofessional Coordination
- 1.4.1. Definition of Multiprofessional Coordination
- 1.4.2. Need for Multiprofessional Coordination
- 1.4.3. The Family as the Core in Multiprofessional Coordination
- 1.4.4. Diagnosis of the Disorder
- 1.4.5. Professionals in the Educational Center: Coordination
- 1.4.6. Physiotherapist Intervention Inside and Outside the Educational Center
- 1.4.7. Orthoprothetist Intervention Inside and Outside the Educational Center
- 1.4.8. External Professionals to the Educational Center: Coordination
- 1.4.9. Coordination Between Internal and External Professionals of the Educational Center
- 1.4.10 The Specialist Pedagogy Teacher as the Link Between Professionals

1.5. Documentation and Organization According to the Student's Needs
- 1.5.1. Diagnosis Documentation of the Disorder
- 1.5.2. Revisions and Follow-ups of the Disorder
- 1.5.3. Physiotherapist Documentation
- 1.5.4. Physiotherapist Follow-up and Revisions of the Disorder
- 1.5.5. Orthoprothetist Documentation
- 1.5.6. Orthoprothetist Follow-up and Revisions of the Disorder
- 1.5.7. Documentation in the Educational Center
- 1.5.8. Psychopedagogical Evaluation to Determine the Student's Needs in the Classroom
- 1.5.9. Elaboration of the Individual Curriculum Adaptation Document
- 1.5.10 Follow-up of the Individual Curriculum Adaptation Document

1.6. Educational Intervention According to Development Stages
- 1.6.1. Development Milestones for Educational Intervention
- 1.6.2. Diagnosis: Early Stimulation
- 1.6.3. Educational Intervention to Promote Head Support
- 1.6.4. Educational Intervention to Promote Trunk Support
- 1.6.5. Educational Intervention to Support Standing
- 1.6.6. Educational Intervention to Promote Proximo-Distal Rule
- 1.6.7. Educational Intervention to Promote Cephalocaudal Rule
- 1.6.8. Educational Intervention to Promote Walking
- 1.6.9. Educational Intervention to Improve Hypotonia
- 1.6.10 Educational Intervention to Improve Hypertonia

1.7. Individual Adapted Tools and Materials
- 1.7.1. Concept of School Activities
- 1.7.2. Need for Pre-activities for Students with Special Educational Needs
- 1.7.3. Need for Post-activities for Students with Special Educational Needs
- 1.7.4. Classroom Adaptation
- 1.7.5. School Adaptation
- 1.7.6. Desk Work Materials
- 1.7.7. Walking Materials in the Educational Center
- 1.7.8. Recreation Materials in the Educational Center
- 1.7.9. Meal and Hygiene Materials in the Educational Center
- 1.7.10. Other Materials

1.8. Collective Adapted Tools and Materials
- 1.8.1. Concept of Collective Tools and Materials: Necessity for Student Inclusion
- 1.8.2. Classification of Tools and Materials by Environment
- 1.8.3. Classification of Tools and Materials by Use
- 1.8.4. Classroom Materials
- 1.8.5. School Materials
- 1.8.6. Recreation Area Materials
- 1.8.7. Dining and Hygiene Area Materials
- 1.8.8. Common Use Information and Signs in the Center
- 1.8.9. Adaptation of Common Spaces and Facilities: Ramps and Elevators
- 1.8.10 Other Tools and Materials

1.9. Sociocommunity Intervention from the School
- 1.9.1. Concept of Sociocommunity Intervention
- 1.9.2. Justification of Sociocommunity Intervention for Students with Special Educational Needs
- 1.9.3. Coordinated Intervention in the School of All Educational Professionals
- 1.9.4. Coordinated Intervention in the School of Non-teaching Staff
- 1.9.5. Coordinated Intervention with Families in the Classroom
- 1.9.6. Intervention with External Resources: School Trips
- 1.9.7. Intervention with External Resources of the Culture: Zoo or Museums, Among Others
- 1.9.8. Intervention with Other External Resources from the Nearby Environment: Library or Municipal Sports Center, Among Others
- 1.9.9. Request for Sociocommunity Resources: Scholarships and Other Aids
- 1.9.10 Other Sociocommunity Interventions

1.10. Evaluation and Prognosis of the Diseases
- 1.10.1. Initial Diagnosis: Family Response
- 1.10.2. Family Support in Diagnosing Acceptance
- 1.10.3. Information and Interviews with the Family
- 1.10.4. Information and Interviews with Students with Educational Needs
- 1.10.5. School Intervention in the Evaluation: Role of the Specialist Pedagogy Teacher
- 1.10.6. Multiprofessional Intervention in the Evaluation
- 1.10.7. Joint Measures for the Best Prognosis
- 1.10.8. Establishment of the Multiprofessional Intervention Schedule
- 1.10.9. Revisions and Follow-up of the Intervention: Evaluation
- 1.10.10. Improvement Proposals in Multiprofessional Intervention

Module 2. Eye Diseases

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

2.2. Classification of Eye Diseases
- 2.2.1. Congenital Diseases.
- 2.2.2. Syndromes with Ocular Involvement
- 2.2.3. Color Blindness
- 2.2.4. Infectious Agents
- 2.2.5. Diseases Related to Refractive Errors
- 2.2.6. Diseases in the Neuroanatomy of the Eye (Cornea, Retina, and Optic Nerve)
- 2.2.7. Amblyopia
- 2.2.8. Strabismus
- 2.2.9. Visual Impairment
- 2.2.10 Ocular Trauma

2.3. Neurological Bases of Development and Learning
- 2.3.1. Human Development Pyramid
- 2.3.2. Development Stages
- 2.3.3. Developmental Levels
- 2.3.4. Localization of the Sensory Level in the Development Pyramid and Its Importance
- 2.3.5. General Scheme of Neurodevelopment
- 2.3.6. Sensory and Perceptual Neurodevelopment in Childhood
- 2.3.7. Development of Early Sensations
- 2.3.8. Development of Color Perception
- 2.3.9. Development of Perceptual Organization
- 2.3.10 Perception of Movement

2.4. Incidences in the Development Stages
- 2.4.1. Risk Factors in the Development Stages
- 2.4.2. Development of the Visual System at Birth
- 2.4.3. Development of Sensory Systems During Childhood
- 2.4.4. Consequences in Visual Attention
- 2.4.5. Consequences in Visual Memory
- 2.4.6. Consequences in Reading Skills
- 2.4.7. Influence of Vision on the Visomotor System and Its Development
- 2.4.8. Incidences in the Development of Reading Skills
- 2.4.9. Incidences in the Development of Writing in the Learning Process
- 2.4.10 Other Incidences

2.5. Multiprofessional Coordination
- 2.5.1. Teacher Specializing in Therapeutic Pedagogy
- 2.5.2. Teacher Specializing in Audition and Language
- 2.5.3. Special Education Monitors During Schooling
- 2.5.4. Educators
- 2.5.5. Curricular Support Teaching Staff
- 2.5.6. Deafblindness Mediators
- 2.5.7. Social Educators
- 2.5.8. Educational Guidance Teams
- 2.5.9. Specialized Educational Guidance Teams
- 2.5.10 Guidance Departments
- 2.5.11 Medical Professionals Responsible for Diagnosing Eye Diseases

2.6. Documentation and Organization According to the Student's Needs
- 2.6.1. Psychopedagogical Evaluation
- 2.6.2. Neuropsychopedagogical Report
- 2.6.3. Ophthalmological Reports
- 2.6.4. Specific Medical Documentation of the Disease
- 2.6.5. Follow-up of the Disorder
- 2.6.6. Documentation in the Educational Center
- 2.6.7. Social Services
- 2.6.8. Social Organization
- 2.6.9. Educational Center Organization
- 2.6.10 Classroom Organization
- 2.6.11. Family Organization

2.7. Educational Intervention According to Developmental Stages
- 2.7.1. Adaptations at the Educational Center Level
- 2.7.2. Adaptations at the Classroom Level
- 2.7.3. Adaptations at the Personal Level
- 2.7.4. Computer Materials
- 2.7.5. Educational Intervention in Early Childhood
- 2.7.6. Educational Intervention in Late Childhood
- 2.7.7. Educational Intervention in Maturity
- 2.7.8. Intervention to Promote Visual Capacity
- 2.7.9. Educational Intervention to Promote the Literacy Process
- 2.7.10 Intervention with the Family

2.8. Adapted Tools and Materials
- 2.8.1. Tools for Working with Students with Visual Deficits
- 2.8.2. Tools for Working with Students with Visual Impairment
- 2.8.3. Individual Adapted Materials
- 2.8.4. Collective Adapted Materials
- 2.8.5. Visual Skills Programs
- 2.8.6. Adaptation of Curricular Elements
- 2.8.7. Adaptation of Common Spaces
- 2.8.8. Tiflotecnology
- 2.8.9. Visual Aids
- 2.8.10 Visual Stimulation Programs

2.9. Sociocommunity Intervention from the School
- 2.9.1. Concept of Sociocommunity Intervention
- 2.9.2. Schooling of the Student
- 2.9.3. Socialization of the Child
- 2.9.4. Extracurricular Activities
- 2.9.5. The Family Environment
- 2.9.6. Relationship Between Family and School
- 2.9.7. Peer Relationships
- 2.9.8. Leisure and Free Time
- 2.9.9. Vocational Training
- 2.9.10. Inclusion in Society

2.10. Evaluation and Prognosis of the Diseases
- 2.10.1. Signs of Vision Problems
- 2.10.2. Attitudinal Observation of the Student
- 2.10.3. Ophthalmological Examination
- 2.10.4. Psychopedagogical Evaluation
- 2.10.5. Evaluation of the Degree of Adjustment to Visual Impairment
- 2.10.6. Deficiencies Associated with Visual Pathology
- 2.10.7. Analysis of Family Cohabitation
- 2.10.8. Functional Vision Evaluation Test of the Student
- 2.10.9. Visual Stimulation Programs and Scales
- 2.10.10. Visual Rehabilitation

Module 3. Ear Diseases

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

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

3.3. Neurological Bases of Development and Learning
- 3.3.1. Human Development Pyramid
- 3.3.2. Development Stages
- 3.3.3. Developmental Levels
- 3.3.4. Localization of the Sensory Level in the Development Pyramid and Its Importance
- 3.3.5. General Scheme of Neurodevelopment
- 3.3.6. Sensory and Perceptual Neurodevelopment in Childhood
- 3.3.7. Development of the Auditory Process Related to Language
- 3.3.8. Social Development

3.4. Incidences in the Development Stages
- 3.4.1. Risk Factors in the Development Stages
- 3.4.2. Development of the Auditory System at Birth
- 3.4.3. Development of Sensory Systems During Childhood
- 3.4.4. Influence of the Ear on Balance Development in Early Learning Stages
- 3.4.5. Difficulties in Communication
- 3.4.6. Difficulties in Motor Coordination
- 3.4.7. Influence on Attention
- 3.4.8. Functional Consequences
- 3.4.9. Consequences in Reading Skills
- 3.4.10 Emotional Incidences

3.5. Multiprofessional Coordination
- 3.5.1. Teacher Specializing in Therapeutic Pedagogy
- 3.5.2. Teacher Specializing in Audition and Language
- 3.5.3. Special Education Monitors During Schooling
- 3.5.4. Educators
- 3.5.5. Curricular Support Teaching Staff
- 3.5.6. Sign Language Professional
- 3.5.7. Deafblindness Mediators
- 3.5.8. Social Educators
- 3.5.9. Educational Guidance Teams
- 3.5.10. Specialized Educational Guidance Teams
- 3.5.11. Guidance Departments
- 3.5.12. Medical Professionals Responsible for Diagnosing Eye Diseases

3.6. Documentation and Organization According to the Student's Needs
- 3.6.1. Psychopedagogical Evaluation
- 3.6.2. Neuropsychopedagogical Report
- 3.6.3. Medical Reports
- 3.6.4. Audiometry
- 3.6.5. Acumetry
- 3.6.6. Tympanometry
- 3.6.7. Supraliminary Tests
- 3.6.8. Stapedius Reflex
- 3.6.9. Documentation in the Educational Center
- 3.5.10. Educational Center Organization
- 3.5.11. Classroom Organization
- 3.5.12. Social and Family Organization

3.7. Educational Intervention According to Developmental Stages
- 3.7.1. Adaptations at the Educational Center Level
- 3.7.2. Adaptations at the Classroom Level
- 3.7.3. Adaptations at the Personal Level
- 3.7.4. Logopedic Intervention According to Developmental Stages.
- 3.7.5. Educational Intervention in Early Childhood
- 3.7.6. Educational Intervention in Late Childhood
- 3.7.7. Educational Intervention in Maturity
- 3.7.8. Alternative and Augmentative Communication Systems
- 3.7.9. Intervention to Stimulate Hearing Capacity
- 3.7.10. Educational Intervention to Improve Language Capacity
- 3.7.11. Intervention with the Family

3.8. Adapted Tools and Materials
- 3.8.1. Tools for Working with Students with Visual Deficits
- 3.8.2. Tools for Working with Students with Visual Impairment
- 3.8.3. Individual Adapted Materials
- 3.8.4. Collective Adapted Materials
- 3.8.5. Auditory Skills Programs
- 3.8.6. Adaptation of Common Spaces
- 3.8.7. Adaptation of Curricular Elements
- 3.8.8. Influence of ICTs
- 3.8.9. Hearing Aids
- 3.8.10. Auditory Stimulation Programs

3.9. Sociocommunity Intervention from the School
- 3.9.1. Concept of Sociocommunity Intervention
- 3.9.2. Schooling of the Student
- 3.9.3. Student Schooling
- 3.9.4. Socialization of the Child
- 3.9.5. Extracurricular Activities
- 3.9.6. Family Circle
- 3.9.7. Relationship Between Family and School
- 3.9.8. Peer Relationships
- 3.9.9. Leisure and Free Time
- 3.9.10. Professional Training.
- 3.9.11. Inclusion in Society

3.10. Evaluation and Prognosis of the Diseases
- 3.10.1. Signs of Hearing Problems
- 3.10.2. Subjective Hearing Tests
- 3.10.3. Objective Hearing Tests
- 3.10.4. Psychopedagogical Evaluation
- 3.10.5. Otorhinolaryngologist Evaluation
- 3.10.6. Role of the Audioprothesist
- 3.10.7. Speech Therapist Evaluation
- 3.10.8. Role of Social Services
- 3.10.9. Analysis of Family Cohabitation
- 3.10.10 Treatments

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.

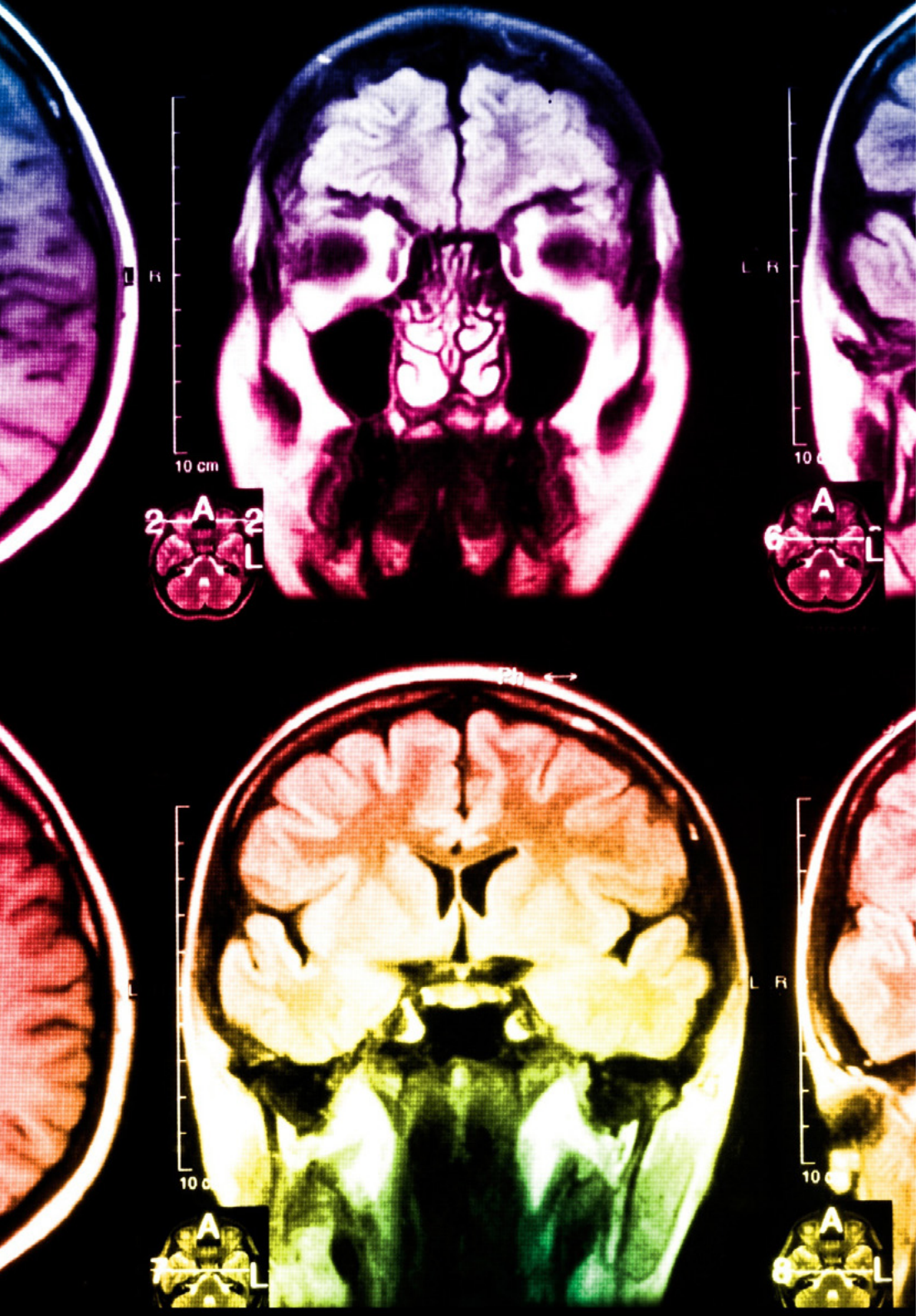
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

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.

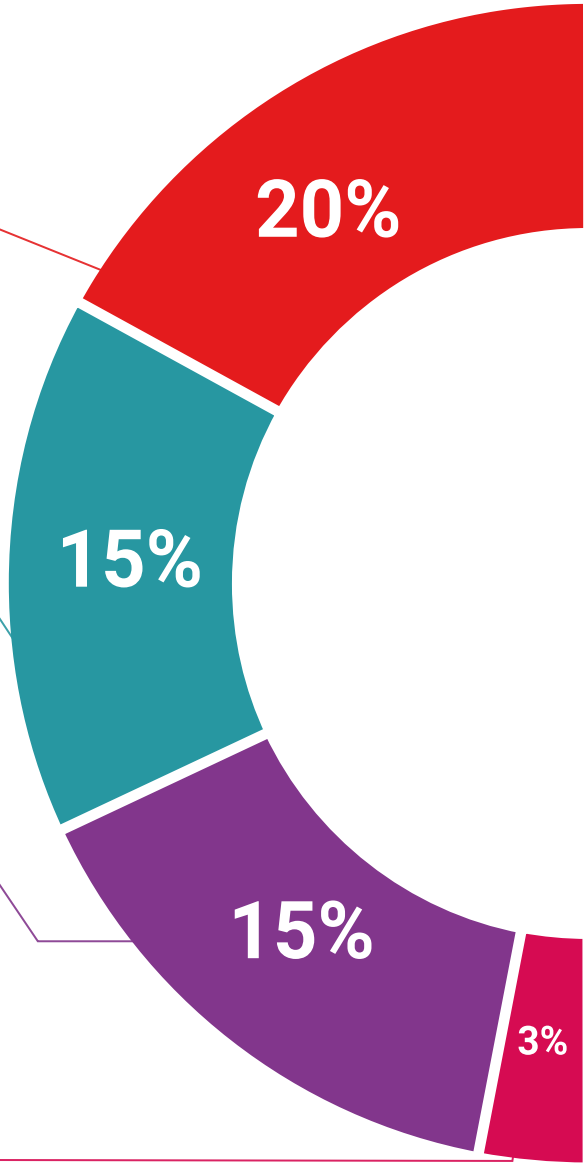
Interactive Summaries

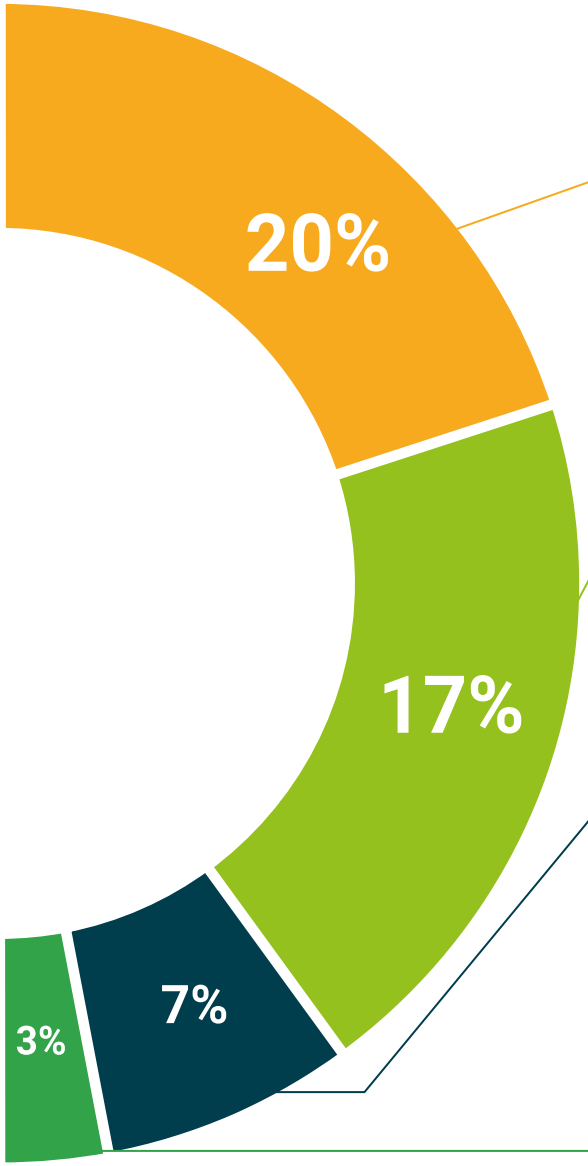
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

Quick Action Guides

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

06

Certificate

The **Postgraduate Diploma in Motor Disorders, Ocular and Auditory Conditions in Medicine** guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by **TECH Global University.**

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

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Motor Disorders, Ocular and Auditory Conditions in Medicine** 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 private qualification from **TECH Global University** is a European continuing education and professional development program that guarantees the acquisition of competencies in its area of expertise, providing significant curricular value to the student who successfully completes the program.

Title: **Postgraduate Diploma in Motor Disorders, Ocular and Auditory Conditions in Medicine**

Modality: **online**

Duration: **6 months.**

Accreditation: **17 ECTS**

tech global university

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

Postgraduate Diploma in Motor Disorders, Ocular and Auditory Conditions in Medicine

This is a private qualification of 510 hours of duration equivalent to 17 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Postgraduate Diploma

Motor Disorders, Ocular and Auditory Conditions in Medicine

- Modality: **Online**
- Duration: **6 months.**
- Certificate: **TECH Global University**
- Accreditation: **17 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma

Motor Disorders, Ocular and Auditory Conditions in Medicine

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