Postgraduate Diploma

Communication Disorders in Neurodegenerative Diseases

tech global university

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Postgraduate Diploma

Communication Disorders in Neurodegenerative Diseases

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

Website: www.techtitute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-communication-disorders-neurodegenerative-diseases

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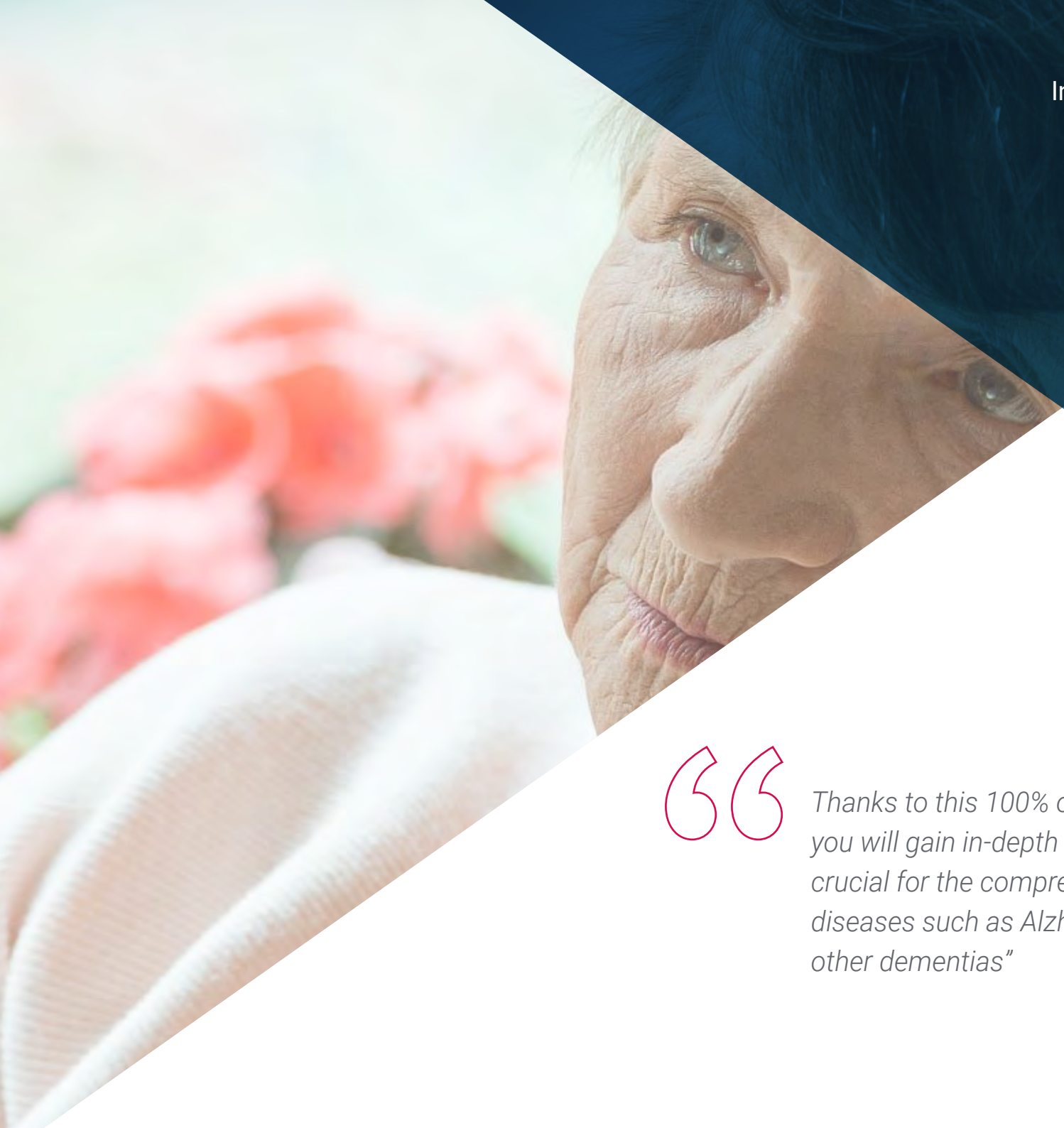
Introduction to the Program

Neurodegenerative Diseases, such as Alzheimer's, Parkinson's, and Amyotrophic Lateral Sclerosis (ALS), affect a significant proportion of the world's population and are associated with Communication Disorders that impact patients' quality of life. According to the World Health Organization (WHO), more than 3 billion people worldwide live with a neurological condition, which is the leading cause of illness and disability globally. It is therefore essential that physicians are aware of the prevalence and impact of these disorders in Neurodegenerative Diseases. Within this framework, TECH has created a comprehensive online program that fits into personal and professional schedules and is based on the revolutionary Relearning methodology.



Thanks to this 100% online Postgraduate Diploma, you will gain in-depth knowledge in an area that is crucial for the comprehensive care of patients with diseases such as Alzheimer's, Parkinson's, and other dementias"

Communication Disorders in Neurodegenerative Diseases are a growing clinical challenge with a significant impact on patients' quality of life. These disorders compromise both verbal language and oral motor functions, hindering patients' ability to express themselves and understand others.

This Postgraduate Diploma was created to provide physicians with in-depth knowledge of how conditions such as Alzheimer's, Parkinson's, and other dementias affect both cognitive and motor functions related to language and articulation. In addition, emphasis will be placed on identifying the underlying causes of these disorders and understanding their clinical implications, allowing for better assessment and management of patients.

Likewise, the diagnosis and treatment of Dysphagia, a common symptom in patients with neurodegenerative diseases, will be explored in depth. Through a detailed understanding of the etiologies and signs of this condition, professionals will be able to effectively identify and assess Dysphagia using advanced clinical tools and techniques.

Finally, skills will be developed to perform comprehensive orofacial assessments, identify specific alterations in orofacial motor function, and adapt therapeutic strategies to the individual needs of patients. In this sense, this program will enable experts to effectively address the challenges associated with Communication Disorders in patients with Neurodegenerative Diseases, optimizing their treatment and care.

TECH has created a comprehensive, 100% online program, whose content and resources, of academic excellence, will be available from any electronic device with Internet access. This will eliminate inconveniences such as the need to travel to a physical center or adhere to a fixed schedule. In addition, the innovative Relearning methodology will be used, which consists of the constant repetition of key concepts to achieve optimal and natural assimilation of all content.

This **Postgraduate Diploma in Communication Disorders in Neurodegenerative Diseases** contains the most complete and up-to-date scientific program on the market. The most important features include:

- Practical cases presented by experts in medicine
- 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
- Special emphasis on innovative methodologies for Communication Disorders in Neurodegenerative Diseases
- 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 be equipped with advanced tools to assess and treat Communication Disorders, such as Dysphagia and articulation and language difficulties, offering personalized, high-quality care"

The various practical resources available in this program will provide you with the support you need to reinforce the knowledge you have acquired in theory"

With TECH, you will have access to the most cutting-edge teaching techniques in today's educational landscape.

Study whenever you want and from anywhere in the world with this completely online program.

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

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

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

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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.

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

The syllabus has been designed to provide physicians with an in-depth understanding of the disorders that affect communication in patients with Neurodegenerative Diseases" As such, the various causes and manifestations of swallowing, language, and orofacial motor disorders will be analyzed, developing skills to perform comprehensive clinical assessments and apply specific therapeutic interventions. Likewise, the impact of neurodegenerative diseases on cognitive and motor functions will be explored in depth, with a particular focus on the diagnosis and treatment of pathologies such as Alzheimer's, Parkinson's, and Amyotrophic Lateral Sclerosis (ALS).

You will identify the causes and signs of Dysphagia, one of the most common disorders, and delve into clinical assessment techniques to establish accurate diagnoses and appropriate treatments"

Module 1. Dysphagia

1.1. Dysphagia Impaired Nonverbal Oral Function
- 1.1.1. Altered Nonverbal Dysphagia
- 1.1.2. Non-Verbal Oral Function: Swallowing
- 1.1.3. Physiological Phases of Swallowing
- 1.1.4. Oropharyngeal Dysphagia and Its Impact on Nonverbal Oral Function

1.2. Differential Diagnosis of Dysphagia
- 1.2.1. Normal Swallowing
- 1.2.2. Pathological Swallowing
- 1.2.3. Painful Swallowing: Odynophagia
- 1.2.4. Pharyngeal Globe

1.3. Classification of Dysphagia
- 1.3.1. Types of Dysphagia
- 1.3.2. Oropharyngeal Dysphagia
- 1.3.3. Esophageal Dysphagia
- 1.3.4. Functional Dysphagia

1.4. Causes of Dysphagia
- 1.4.1. Causes of Oropharyngeal Dysphagia
- 1.4.2. Causes of Esophageal Dysphagia
- 1.4.3. Causes of Psychogenic Dysphagia
- 1.4.4. Causes Latrogenic

1.5. Dysphagia Associated with Other Diseases
- 1.5.1. Neurological Disorders
- 1.5.2. Muscular Diseases
- 1.5.3. Organic Diseases
- 1.5.4. Imported Infectious
- 1.5.5. Functional Diseases

1.6. Complications Associated with Dysphagia
- 1.6.1. Decreased Swallowing Efficiency
  - 1.6.1.1. Undernourishment
  - 1.6.1.2. Dehydration
- 1.6.2. Decreased Swallowing Safety
- 1.6.3. Dependency and Increased Care
- 1.6.4. Complications Arising from the Use of Artificial Nutrition

1.7. Interdisciplinarity in the Treatment of Dysphagia
- 1.7.1. O.R.L.
- 1.7.2. Digestive System
- 1.7.3. Physiotherapy
- 1.7.4. Speech Therapy

1.8. Dysphagia and Other Verbal and Nonverbal Oral Functions
- 1.8.1. Breathing
- 1.8.2. Salivation
- 1.8.3. Chewing
- 1.8.4. Breathing
- 1.8.5. Voice
- 1.8.6. Speech

1.9. Dysphagia and Family Environment
- 1.9.1. Changes in Eating Habits
- 1.9.2. Guidelines for the Management of Dysphagia in the Family
- 1.9.3. Social Impact and Dysphagia
- 1.9.4. Conclusions

1.10. Dysphagia and Neuropsychological Status of the Patient and Environment
- 1.10.1. Psychological Status of the Patient with Dysphagia
- 1.10.2. Psychological State of the Family
- 1.10.3. Neuropsychological Status of the Patient
- 1.10.4. Executive Functions in the Patient with Dysphagia

Module 2. Neurodegenerative Diseases and Dementia

2.1. Normal Aging
- 2.1.1. Introduction to Speech and Language Disorders in Neurological Diseases
  - 2.1.1.1. Definition of Speech and Language Disorders
  - 2.1.1.2. Relationship between Aging and Speech Disorders
- 2.1.2. General Mechanisms of Aging
  - 2.1.2.1. Cellular and Tissue Changes
  - 2.1.2.2. Impact of Aging on the Nervous System
- 2.1.3. Brain Aging
  - 2.1.3.1. Structural Changes in the Brain
  - 2.1.3.2. Impairments in Brain Function
- 2.1.4. Age-Related Cognitive Changes
  - 2.1.4.1. Normal vs. Pathological Cognitive Impairment
  - 2.1.4.2. Effects of Aging on Memory and Learning

2.2. Alzheimer's Disease and Other Dementias
- 2.2.1. Dementia and Mild Cognitive Impairment
  - 2.2.1.1. Difference between Dementia and Mild Cognitive Impairment
  - 2.2.1.2. Diagnostic Criteria
- 2.2.2. Risk Factors
  - 2.2.2.1. Prevalence of Dementia
  - 2.2.2.2. Modifiable and Non-Modifiable Risk Factors
- 2.2.3. Alzheimer's Disease
  - 2.2.3.1. Clinical Characteristics and Diagnosis
  - 2.2.3.2. Current Treatments for Alzheimer's Disease
- 2.2.4. Other Neurodegenerative Dementias
  - 2.2.4.1. Frontotemporal Dementia
  - 2.2.4.2. Lewy Body Dementia
- 2.2.5. Secondary Dementias
  - 2.2.5.1. Metabolic and Vascular Causes of Dementia
  - 2.2.5.2. Treatment of Secondary Dementias
- 2.2.6. Treatment of Dementias
  - 2.2.6.1. Pharmacological Treatment
  - 2.2.6.2. Non-Pharmacological Interventions

2.3. Speech Therapy Assessment and Intervention in Dementia
- 2.3.1. General Objectives of Speech Therapy Intervention
  - 2.3.1.1. Main Goals of Speech Therapy Assessment
- 2.3.2. Objectives and Functions of the Speech Therapist
  - 2.3.2.1. Assessment of Cognitive and Linguistic Functions
  - 2.3.2.2. Support for Communication and Swallowing

2.3.3. Difficulties in Language and Comprehension
2.3.3.1. Language Disorders in Dementia
2.3.3.2. Interventions to Improve Comprehension
2.3.4. Swallowing Difficulties
2.3.4.1. Identifying Swallowing Problems in Dementia
2.3.4.2. Speech Therapy Strategies to Improve Swallowing
2.3.5. Speech Therapy Intervention
2.3.5.1. Therapeutic Approaches to Language
2.3.5.2. Cognitive Stimulation and Communication Techniques
2.4. Parkinson's Disease
2.4.1. Anatomical Considerations of Movement Disorders and Classification
2.4.1.1. Anatomy of the Motor System
2.4.1.2. Classification of Movement Disorders
2.4.2. Epidemiology and Pathogenesis of Parkinson's Disease
2.4.2.1. Risk Factors for Parkinson's Disease
2.4.2.2. Pathological Processes Involved in Parkinson's Disease
2.4.3. Clinical Features of Parkinson's Disease
2.4.3.1. Motor and Non-Motor Symptoms
2.4.3.2. Clinical Course of the Disease
2.4.4. Diagnosis and Treatment of Parkinson's Disease
2.4.4.1. Diagnostic Methods in Parkinson's Disease
2.4.4.2. Pharmacological and Surgical Treatments
2.5. Atypical and Secondary Parkinsonism
2.5.1. Introduction to the Neuropathology of Atypical Parkinsonism
2.5.1.1. Definition and Classification of Atypical Parkinsonism
2.5.1.2. Neurodegenerative and Non-Neurodegenerative Causes
2.5.2. Clinical Features and Diagnosis of Atypical Parkinsonism
2.5.2.1. Characteristic Symptoms of Atypical Parkinsonism
2.5.2.2. Diagnostic Tests for Atypical Parkinsonism
2.5.3. Secondary Parkinsonism
2.5.3.1. Causes of Secondary Parkinsonism
2.5.3.2. Management and Speech Therapy Treatment of Secondary Parkinsonism
2.6. Speech Therapy Assessment and Intervention in Parkinson's Disease
2.6.1. Objectives of Speech Therapy Assessment in Parkinson's Disease
2.6.1.1. Purposes of Speech Therapy Intervention
2.6.2. Speech Therapy Objectives and Assessment
2.6.2.1. Tools and Methods for Speech Therapy Assessment
2.6.2.2. Assessment of Swallowing and Oral Motor Skills
2.6.3. Associated Disorders
2.6.3.1. Motor and Non-Motor Disorders in Parkinson's Disease
2.6.3.2. Diseases Concurrent with Parkinson's Disease
2.6.4. Speech Therapy Intervention
2.6.4.1. Intervention Techniques for Language Disorders
2.6.4.2. Therapeutic Approaches for Swallowing
2.6.5. Guidelines and Advice for Families
2.6.5.1. Support for Caregivers and Family Members
2.6.5.2. Recommendations for Improving Quality of Life
2.7. Neuromuscular Diseases
2.7.1. Introduction, Classification, and Pathophysiology of Neuromuscular Diseases
2.7.1.1. Classification of Neuromuscular Diseases
2.7.1.2. Pathophysiology of Neuromuscular Diseases
2.7.2. Muscular Dystrophies and Myopathies
2.7.2.1. Types of Muscular Dystrophies
2.7.2.2. Diagnosis and Treatment of Myopathies
2.7.3. Neuropathologies
2.7.3.1. Classification of Neuropathologies
2.7.3.2. Symptoms and Treatment of Neuropathies
2.7.4. Neuromuscular Junction Diseases
2.7.4.1. Characteristics of Neuromuscular Junction Diseases
2.7.4.2. Therapeutic Management of These Diseases
2.7.5. Degenerative Motor Diseases or Motor Neuron Diseases
2.7.5.1. Amyotrophic Lateral Sclerosis
2.7.5.2. Other Motor Neuron Diseases

2.8. Speech Therapy Assessment and Intervention in Neuromuscular Diseases
- 2.8.1. Main Objectives of Speech Therapy Assessment
  - 2.8.1.1. Functions of the Speech Therapist in Neuromuscular Diseases
- 2.8.2. Objectives and Types of Treatment
  - 2.8.2.1. Therapeutic Approaches in Neuromuscular Diseases
  - 2.8.2.2. Speech Therapy Treatments for Oral Motor Skills and Language
- 2.8.3. Speech Therapy Assessment
  - 2.8.3.1. Language and Swallowing Assessment Methods
  - 2.8.3.2. Diagnostic Tools Used
- 2.8.4. Associated Disorders
  - 2.8.4.1. Motor Disorders in Neuromuscular Diseases
  - 2.8.4.2. Communication Impairments
- 2.8.5. Augmentative and Alternative Communication Methods
  - 2.8.5.1. Indications for the Use of Technology
  - 2.8.5.2. Benefits of Alternative Communication Systems

2.9. Multiple Sclerosis
- 2.9.1. Pathophysiology and Clinical Features of Multiple Sclerosis
  - 2.9.1.1. Myelin Abnormalities and Their Impact
  - 2.9.1.2. Clinical Symptoms of Multiple Sclerosis
- 2.9.2. Diagnosis of Multiple Sclerosis
  - 2.9.2.1. Common Diagnostic Methods
  - 2.9.2.2. Specific Tests for Multiple Sclerosis
- 2.9.3. Treatment and Management of Multiple Sclerosis
  - 2.9.3.1. Pharmacological Treatment
  - 2.9.3.2. Non-Pharmacological Therapeutic Approaches
- 2.9.4. Other Demyelinating Diseases
  - 2.9.4.1. Characteristics of Demyelinating Diseases
  - 2.9.4.2. Differences from Multiple Sclerosis

2.10. Speech-Language Assessment and Intervention in Multiple Sclerosis
- 2.10.1. Specific Objectives of Speech-Language Assessment
  - 2.10.1.1. Functions and Roles of the Speech-Language Pathologist
- 2.10.2. Specific Objectives of Speech-Language Assessment
  - 2.10.2.1. Assessment of Cognitive and Motor Functions
  - 2.10.2.2. Language and Communication Support
- 2.10.3. Speech Therapy Assessment
  - 2.10.3.1. Language and Swallowing Assessment Methods
  - 2.10.3.2. Tools for Motor Skills Assessment
- 2.10.4. Associated Disorders
  - 2.10.4.1. Associated Cognitive and Motor Disorders
  - 2.10.4.2. Comorbid Diseases
- 2.10.5. Speech Therapy Intervention
  - 2.10.5.1. Techniques for Addressing Communication, Speech, Language, and Voice
  - 2.10.5.2. Intervention Strategies for Swallowing

Module 3. Physiotherapy Techniques Applied to Speech Therapy

3.1. Introduction to Orofacial and Myofunctional Therapy
- 3.1.1. Definition and Objectives of Orofacial and Myofunctional Therapy
  - 3.1.1.1. Concept of Orofacial and Myofunctional Therapy
  - 3.1.1.2. General Objectives of Therapy
  - 3.1.1.3. Relationship with Other Areas of Speech Therapy
- 3.1.2. Speech Therapy Competencies in Orofacial Functions
  - 3.1.2.1. Role of the Speech-Language Therapist in the Orofacial Approach
  - 3.1.2.2. Importance of a Multidisciplinary Approach
- 3.1.3. Historical Evolution of Orofacial and Myofunctional Therapy
  - 3.1.3.1. History and Development of the Discipline
  - 3.1.3.2. Technological and Methodological Advances
- 3.1.4. Disorders Requiring Treatment
  - 3.1.4.1. Functional Orofacial Dysfunctions
  - 3.1.4.2. Structural Alterations

3.2. Muscular Anatomy and Physiology of Stomatognathic Functions
- 3.2.1. Orofacial Musculature
  - 3.2.1.1. Classification of Orofacial Muscles
  - 3.2.1.2. Main Functions of the Muscles
  - 3.2.1.3. Relationship with Stomatognathic Functions
- 3.2.2. Respiratory Muscles
  - 3.2.2.1. Anatomy of the Respiratory Muscles
  - 3.2.2.2. Function in the Respiratory Process
- 3.2.3. Cervical Musculature
  - 3.2.3.1. Relationship between Cervical Musculature and Orofacial Functions
- 3.2.4. Muscle Physiology
  - 3.2.4.1. Muscle Contraction
  - 3.2.4.2. Muscle Adaptations in Dysfunctions

3.3. Neuroanatomophysiology of the Maxillofacial Complex
- 3.3.1. Brain Structures Involved in Orofacial Functions
  - 3.3.1.1. Brain Areas Related to Motor Control
  - 3.3.1.2. Neurological Connections in Stomatognathic Functions
- 3.3.2. Bone Structures: Skull and Jaw
  - 3.3.2.1. Anatomy of the Skull
  - 3.3.2.2. Biomechanical Relationship Between the Skull and Jaw
- 3.3.3. Maxillofacial Growth
  - 3.3.3.1. Factors Influencing Maxillofacial Development
  - 3.3.3.2. Common Growth Abnormalities
- 3.3.4. Poor Habits
  - 3.3.4.1. Identification of Harmful Habits
  - 3.3.4.2. Consequences for the Orofacial System

3.4. Orofacial and Myofunctional Assessment I
- 3.4.1. Medical History
  - 3.4.1.1. Collection of Medical History
  - 3.4.1.2. Identification of Orofacial Habits
- 3.4.2. Structural Assessment
  - 3.4.2.1. Visual Inspection of Structures
  - 3.4.2.2. Palpation and Functional Measurements
- 3.4.3. Assessment of Mobility
  - 3.4.3.1. Joint Mobility Tests
  - 3.4.3.2. Range of Motion Recording
- 3.4.4. Assessment of Strength and Tone
  - 3.4.4.1. Muscle Strength Measurement Techniques
  - 3.4.4.2. Muscle Tone Assessment

3.5. Orofacial and Myofunctional Assessment II
- 3.5.1. Assessment of Sensitivity
  - 3.5.1.1. Methods for Assessing Tactile Sensitivity
  - 3.5.1.2. Assessment of Deep Sensitivity
- 3.5.2. Posture Assessment
  - 3.5.2.1. Identification of Abnormal Postural Patterns
  - 3.5.2.2. Relationship Between Posture and Orofacial Functions
- 3.5.3. Assessment of Stomatognathic Functions
  - 3.5.3.1. Sucking, Chewing, and Swallowing
  - 3.5.3.2. Breathing and Phonation

3.6. Basic Intervention Techniques
- 3.6.1. Cryotherapy, Soft Tissue Manipulation, and Active Exercises
  - 3.6.1.1. Principles of Cryotherapy
  - 3.6.1.2. Soft Tissue Manipulation Techniques
  - 3.6.1.3. Design and Application of Active Exercises
- 3.6.2. Electrotherapy and Laser
  - 3.6.2.1. Fundamentals of Electrotherapy
  - 3.6.2.2. Application of Laser in Orofacial Dysfunctions
- 3.6.3. Kinesiotape
  - 3.6.3.1. Principles of Kinesiotape Use
  - 3.6.3.2. Application Techniques and Therapeutic Effects

3.7. Intervention in the Temporomandibular Joint and Associated Disorders
- 3.7.1. Assessment of the TMJ
  - 3.7.1.1. Inspection and Palpation of the TMJ
  - 3.7.1.2. Functional and Mobility Tests

3.7.2. TMJ Intervention
3.7.2.1. Functional Rehabilitation Techniques
3.7.2.2. Specific Exercises for Temporomandibular Dysfunctions
3.7.3. Associated Disorders
3.7.3.1. Myofascial Pain
3.7.3.2. Impairments in Occlusion
3.8. Intervention in Facial Paralysis
3.8.1. Facial Paralysis: Types and Characteristics
3.8.1.1. Classification of Facial Paralysis
3.8.1.2. Etiology and Clinical Manifestations
3.8.2. Assessment
3.8.2.1. Clinical Assessment Methods
3.8.2.2. Facial Function Measurement Scales
3.8.3. Treatment
3.8.3.1. Neuromuscular Stimulation Techniques
3.8.3.2. Facial Rehabilitation Exercises
3.9. Intervention in Respiratory Function
3.9.1. Obstructive Sleep Apnea (OSA)
3.9.1.1. Definition and Diagnosis of OSA
3.9.1.2. Speech Therapy Intervention in OSA
3.9.2. Mechanical Ventilation
3.9.2.1. Principles of Mechanical Ventilation
3.9.2.2. Therapeutic Approach
3.9.3. Mouth Breathing
3.9.3.1. Assessment of Mouth Breathing
3.9.3.2. Techniques for Respiratory Re-education
3.9.4. Tracheostomy
3.9.4.1. Orofacial Adaptations in Tracheostomized Patients
3.9.4.2. Rehabilitation of Stomatognathic Functions
3.10. Intervention in Swallowing Disorders and Associated Alterations
3.10.1. Lingual Frenulum
3.10.1.1. Impact of the Lingual Frenulum on Orofacial Functions
3.10.1.2. Speech Therapy Intervention Techniques
3.10.2. Dysphagia
3.10.2.1. Assessment of Dysphagia
3.10.2.2. Intervention in Swallowing Disorders
3.10.3. Dysfunctional Swallowing
3.10.3.1. Differential Diagnosis of Dysfunctional Swallowing
3.10.3.2. Swallowing Re-education Techniques
3.10.4. Food Aversions
3.10.4.1. Identification of Food Aversions
3.10.4.2. Intervention in Behavioral Disorders Associated with Eating

You will be provided with the latest techniques, protocols and advances in Minimally Invasive Surgery, improving surgical results, reducing recovery time and minimizing the risk of complications"

04

Teaching Objectives

The main objective will be to train physicians to comprehensively address communication disorders that affect patients with diseases such as Alzheimer's, Parkinson's, and other dementias. The program will also seek to provide them with the knowledge and tools necessary to make accurate diagnoses and apply specialized therapeutic interventions for Language, Swallowing, and Orofacial Motor Disorders. It will also focus on developing skills to assess and treat the disorders that arise in these patients in a personalized manner, improving their quality of life.

You will analyze medical and therapeutic strategies to mitigate the effects of Neurodegenerative Diseases, with a special focus on speech therapy interventions to treat Language and Swallowing Disorders"

General Objectives

- Describe the normal physiology of swallowing
- Describe the pathophysiological processes, symptoms, and clinical progression of diseases such as Parkinson's disease, Alzheimer's disease, multiple sclerosis, and neuromuscular diseases
- Identify the main assessment and treatment techniques in the field of orofacial motor function and their application in stomatognathic disorders

You will focus on Physiotherapy techniques applied to Speech Therapy, acquiring the necessary knowledge of orofacial structures and functions for orofacial and myofunctional therapy"

Specific Objectives

Module 1. Dysphagia

- Identify the causes and etiologies of Dysphagia
- Inquire about the symptoms and signs of Dysphagia
- Delve into clinical evaluation techniques

Module 2. Neurodegenerative Diseases and Dementia

- Understand how neurodegenerative diseases affect both higher cognitive functions (such as language) and motor functions related to articulation
- Interpret prevalence statistics and risk factors associated with these disorders, with a focus on the most affected age groups
- Explain medical treatments and general management of neurodegenerative diseases, including strategies used to mitigate their effects on motor and cognitive functions
- Acquire practical knowledge of speech therapy interventions and specific therapeutic approaches to treat language and orofacial motor disorders in patients with these diseases

Module 3. Physiotherapy Techniques Applied to Speech Therapy

- Acquire basic knowledge of the essential orofacial structures and functions for addressing disorders in orofacial and myofunctional therapy
- Develop skills to perform a detailed orofacial and myofunctional assessment in order to identify alterations and tailor the intervention to the patient's needs
- Apply speech therapy intervention techniques in different orofacial disorders, both in theory and in practice

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.

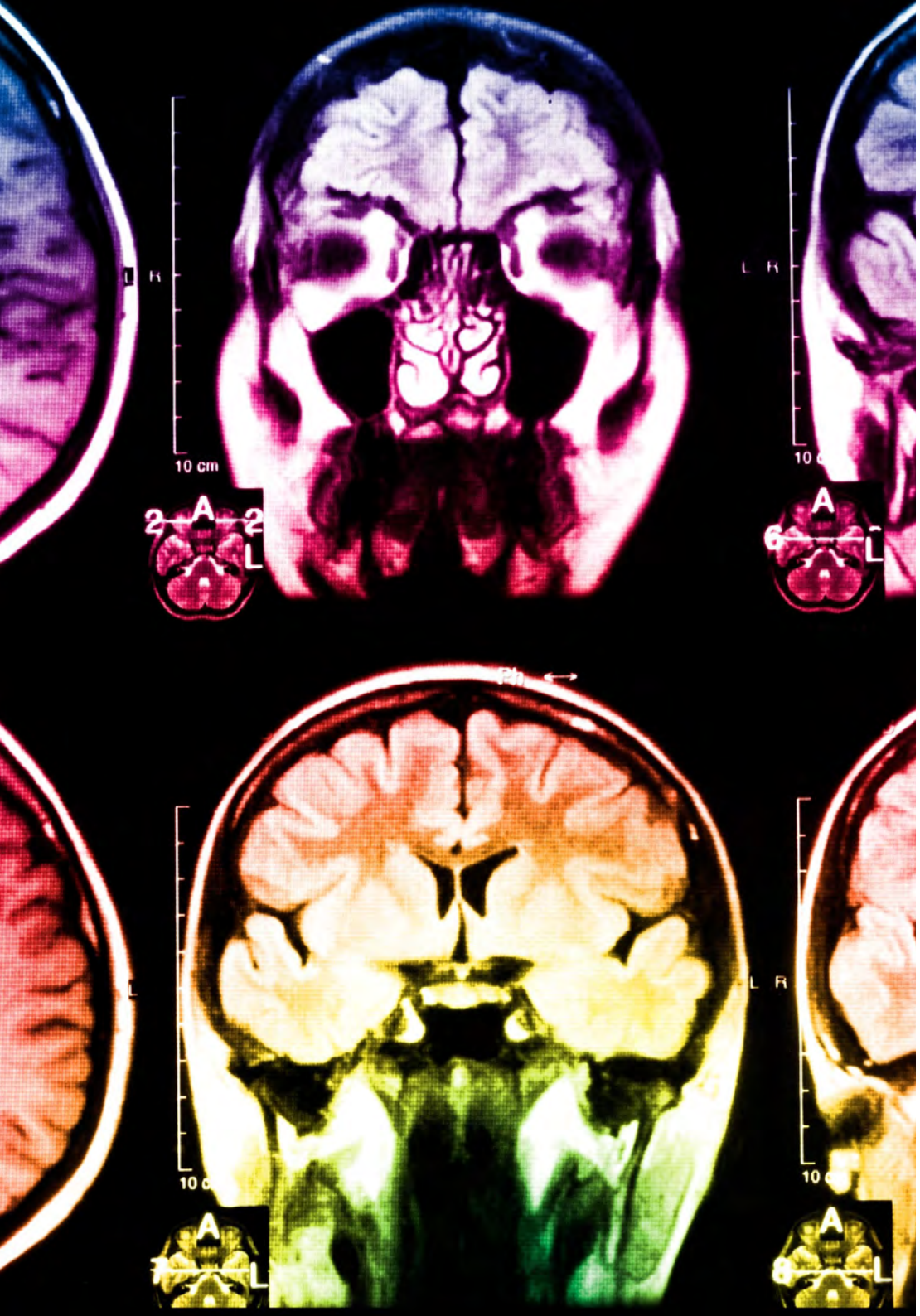
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

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.

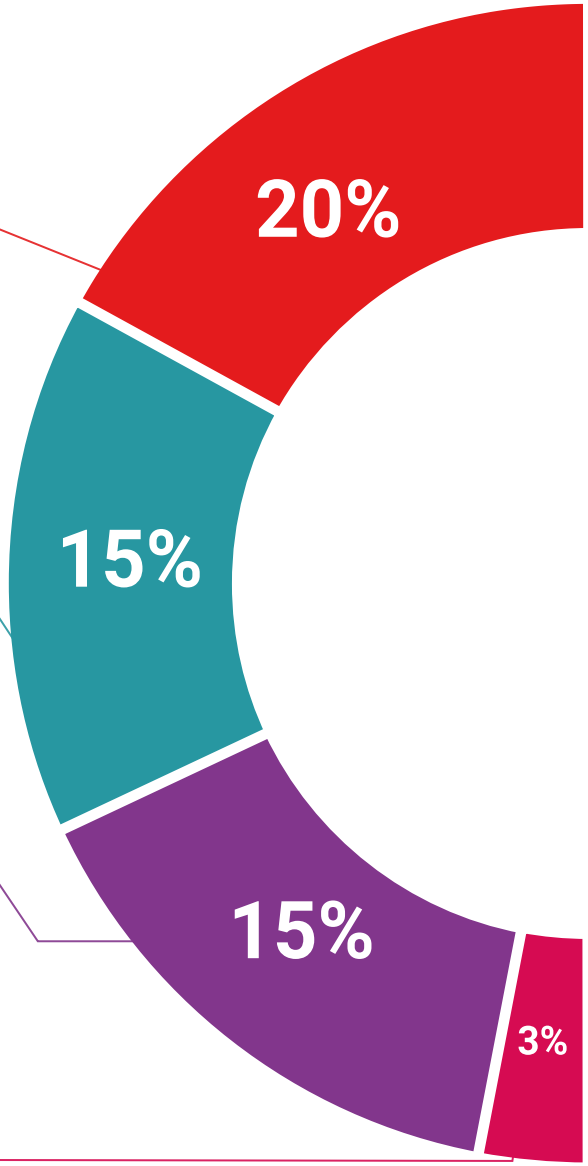
Interactive Summaries

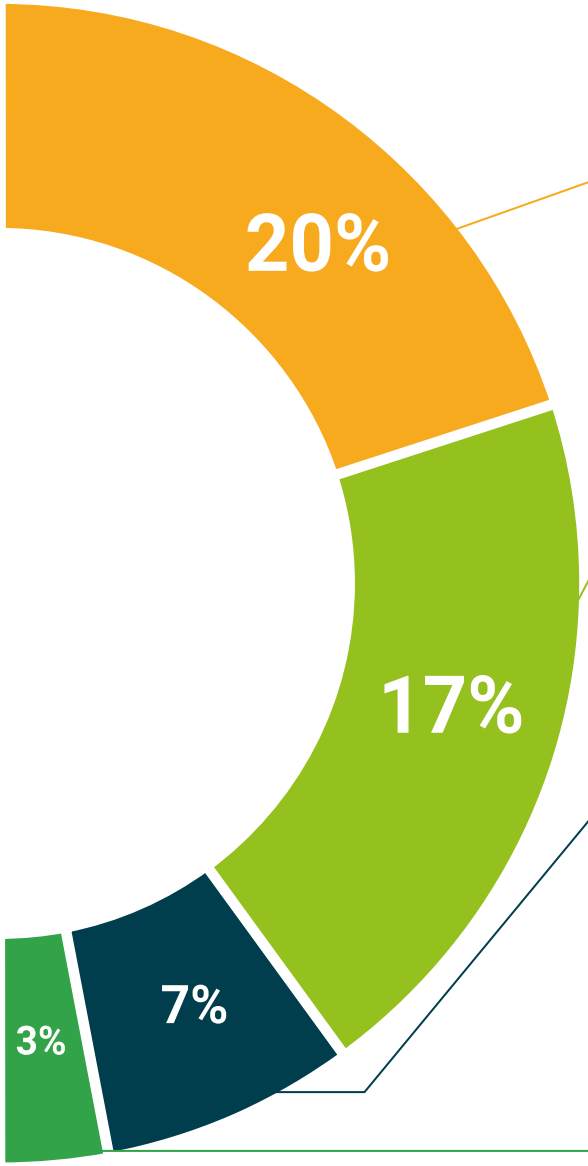
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Communication Disorders in Neurodegenerative Diseases guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.

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 Communication Disorders in Neurodegenerative Diseases** endorsed by TECH Global University, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ***(official bulletin)***. Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Communication Disorders in Neurodegenerative Diseases**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**


tech global university

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

Postgraduate Diploma in Communication Disorders in Neurodegenerative Diseases

This is a private qualification of 1,500 hours of duration equivalent to 60 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

Communication Disorders in Neurodegenerative Diseases

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

Postgraduate Diploma

Communication Disorders in Neurodegenerative Diseases

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