

Postgraduate Certificate Genetic Syndromes





Postgraduate Certificate Genetic Syndromes

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

Website: www.techtute.com/us/nursing/postgraduate-certificate/genetic-syndromes

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01 Introduction

Recent research on genetic syndromes focuses primarily on improving and expanding tools for identifying symptoms and on consolidating specific medical, psychosocial, and speech therapy treatments.

In speech therapy consultations, as well as in both special and mainstream classrooms, intervention with students who have special educational needs due to multiple disabilities is increasingly common, as these are complex genetic syndromes often associated with language and speech disorders.

*Discover the latest advances
in Genetic Syndromes.*



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This Postgraduate Certificate in Genetic Syndromes will give you a sense of confidence in your professional practice, helping you grow both personally and professionally”

The speech-language pathology professional must understand the special educational needs associated with genetic syndromes, learn to identify them differentially, recognize the main observable signs, and determine which direct and indirect intervention models are most appropriate. Social interaction, communication, and behavioral adaptation are three key elements in intervention for these disorders, combined with cognitive stimulation programs in which healthcare professionals also participate, working in coordination with other specialists.

Students with these syndromes often experience difficulties in personal, family, social, and educational adaptation. Speech-language specialists are responsible for coordinating actions across family, educational, and social settings to ensure optimal educational inclusion for these students.

The specialist in genetic syndromes must stay updated on therapeutic practices, but more importantly, must develop the sensitivity and holistic vision necessary to care for students with these characteristics.

This program will help students acquire competencies for selecting detection and diagnostic tools, and gain confidence when intervening and prescribing appropriate tasks by choosing the most adaptive supports and communication systems.

This training combines pedagogical-scientific and speech-language knowledge with the necessary tools for professionals to intervene in all phases of the speech therapy process, addressing not only purely communicative aspects but also emotional and behavioral dimensions, always in coordination and multidisciplinary collaboration.

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

- ♦ The development of practical cases presented by experts in Genetic Syndromes
- ♦ 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 Genetic Syndromes
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Emphasis on innovative methodologies in Genetic Syndromes
- ♦ 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 Certificate in Genetic Syndromes"

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This Postgraduate Certificate can be the best investment you make when selecting an update program for two reasons: in addition to refreshing your knowledge in Genetic Syndromes, you will earn a diploma Postgraduate Certificate awarded by TECH Global University”

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

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

It includes a faculty of professionals specializing in Genetic Syndromes, who bring their practical experience to this training, along with renowned specialists from leading scientific 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 nurse must try to solve the different professional practice situations that arise throughout the program. To achieve this, the professional will have access to an innovative interactive video system created by recognized experts in the field of Genetic Syndromes, all with extensive teaching experience.



02 Objectives

The Postgraduate Certificate in Genetic Syndromes aims to expand the training of healthcare professionals dedicated to treating these conditions.





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This program will allow you to update your knowledge in Genetic Syndromes using the latest educational technology, ensuring quality and safety in decision-making”



General Objectives

- ♦ Provide both theoretical and practical specialization to address the treatment of genetic syndromes in a comprehensive and integrated manner
- ♦ Offer fundamental knowledge of the structural and functional processes underlying communication, cognition, and interaction in these children, and apply it to the design of individual and group intervention programs
- ♦ Improve the integration of these students by addressing their academic, access-related, and emotional educational needs
- ♦ Develop tools to raise awareness within the educational community, promoting the multidisciplinary approach necessary for the comprehensive treatment of these students
- ♦ Understand the technological tools available on the market that facilitate both speech-language and psychosocial work with students affected by syndromes





Specific Objectives

- ♦ Be able to identify the most common genetic syndromes today
- ♦ Understand and explore the characteristics of each syndrome described in the program
- ♦ Acquire the necessary knowledge to carry out accurate and functional evaluations of the various symptoms that may appear
- ♦ Delve into different intervention tools, including both hands-on materials and digital resources, as well as possible adaptations

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*Take the step and stay up to date
with the latest developments in
Genetic Syndromes”*

03

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities worldwide, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.



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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. Genetic Syndromes

- 1.1. Introduction to Genetic Syndromes
 - 1.1.1. Introduction to the Unit
 - 1.1.2. Genetics
 - 1.1.2.1. Concept of Genetics
 - 1.1.2.2. Genes and Chromosomes
 - 1.1.3. The Evolution of Genetics
 - 1.1.3.1. Foundations of Genetics
 - 1.1.3.2. The Pioneers of Genetics
 - 1.1.4. Basic Concepts of Genetics
 - 1.1.4.1. Genotype and Phenotype
 - 1.1.4.2. The Genome
 - 1.1.4.3. DNA
 - 1.1.4.4. RNA
 - 1.1.4.5. The Genetic Code
 - 1.1.5. Mendel's Laws
 - 1.1.5.1. First Law of Mendel
 - 1.1.5.2. Second Law of Mendel
 - 1.1.5.3. Third Law of Mendel
 - 1.1.6. Mutations
 - 1.1.6.1. What are Mutations?
 - 1.1.6.2. Levels of Mutations
 - 1.1.6.3. Types of Mutations
 - 1.1.7. Concept of Syndrome
 - 1.1.8. Classification
 - 1.1.9. The Most Common Syndromes
 - 1.1.10. Final Conclusions
- 1.2. Down Syndrome
 - 1.2.1. Introduction to the Unit
 - 1.2.1.1. History of Down Syndrome
 - 1.2.2. Concept of Down Syndrome
 - 1.2.2.1. What is Down Syndrome?
 - 1.2.2.2. Genetics of Down Syndrome



- 1.2.2.3. Chromosomal Alterations in Down Syndrome
 - 1.2.2.3.1. Trisomy 21
 - 1.2.2.3.2. Chromosomal Translocation
 - 1.2.2.3.3. Mosaicism or Mosaic Trisomy
- 1.2.2.4. Prognosis of Down Syndrome
- 1.2.3. Etiology
 - 1.2.3.1. The Origin of Down Syndrome
- 1.2.4. Prevalence
 - 1.2.4.1. Prevalence of Down Syndrome in Other Countries
- 1.2.5. Characteristics of Down Syndrome
 - 1.2.5.1. Physical Characteristics
 - 1.2.5.2. Speech and Language Development Characteristics
 - 1.2.5.3. Motor Development Characteristics
- 1.2.6. Comorbidity in Down Syndrome
 - 1.2.6.1. What is Comorbidity?
 - 1.2.6.2. Comorbidity in Down Syndrome
 - 1.2.6.3. Associated Disorders
- 1.2.7. Diagnosis and Assessment of Down Syndrome
 - 1.2.7.1. Diagnosis of Down Syndrome
 - 1.2.7.1.1. Where It is Performed
 - 1.2.7.1.2. Who Performs It
 - 1.2.7.1.3. When It Can Be Performed
 - 1.2.7.2. Speech-Language Assessment of Down Syndrome
 - 1.2.7.2.1. Anamnesis
 - 1.2.7.2.2. Areas to Consider
- 1.2.8. Speech-Based Intervention
 - 1.2.8.1. Aspects to Consider
 - 1.2.8.2. Setting Objectives for Intervention
 - 1.2.8.3. Rehabilitation Materials
 - 1.2.8.4. Resources to Use
- 1.2.9. Guidelines
 - 1.2.9.1. Guidelines for Individuals with Down Syndrome
 - 1.2.9.2. Guidelines for Families
 - 1.2.9.3. Guidelines for the Educational Context
 - 1.2.9.4. Resources and Associations
- 1.2.10. The Interdisciplinary Team
 - 1.2.10.1. The Importance of the Interdisciplinary Team
 - 1.2.10.2. Speech Therapy
 - 1.2.10.3. Occupational Therapy
 - 1.2.10.4. Physiotherapy
 - 1.2.10.5. Psychology
- 1.3. Hunter Syndrome
 - 1.3.1. Introduction to the Unit
 - 1.3.1.1. History of Hunter Syndrome
 - 1.3.2. Concept of Hunter Syndrome
 - 1.3.2.1. What is Hunter Syndrome?
 - 1.3.2.2. Genetics of Hunter Syndrome
 - 1.3.2.3. Prognosis of Hunter Syndrome
 - 1.3.3. Etiology
 - 1.3.3.1. The Origin of Hunter Syndrome
 - 1.3.4. Prevalence
 - 1.3.4.1. Hunter Syndrome in Other Countries
 - 1.3.5. Main Impairments
 - 1.3.5.1. Physical Characteristics
 - 1.3.5.2. Speech and Language Development Characteristics
 - 1.3.5.3. Motor Development Characteristics
 - 1.3.6. Comorbidity in Hunter Syndrome
 - 1.3.6.1. What is Comorbidity?
 - 1.3.6.2. Comorbidity in Hunter Syndrome
 - 1.3.6.3. Associated Disorders

- 1.3.7. Diagnosis and Assessment of Hunter Syndrome
 - 1.3.7.1. Diagnosis of Hunter Syndrome
 - 1.3.7.1.1. Where It is Performed
 - 1.3.7.1.2. Who Performs It
 - 1.3.7.1.3. When It Can Be Performed
 - 1.3.7.2. Speech-Language Assessment of Hunter Syndrome
 - 1.3.7.2.1. Anamnesis
 - 1.3.7.2.2. Areas to Consider
- 1.3.8. Speech-Based Intervention
 - 1.3.8.1. Aspects to Consider
 - 1.3.8.2. Setting Objectives for Intervention
 - 1.3.8.3. Rehabilitation Materials
 - 1.3.8.4. Resources to Use
- 1.3.9. Guidelines
 - 1.3.9.1. Guidelines for Individuals with Hunter Syndrome
 - 1.3.9.2. Guidelines for Families
 - 1.3.9.3. Guidelines for the Educational Context
 - 1.3.9.4. Resources and Associations
- 1.3.10. The Interdisciplinary Team
 - 1.3.10.1. The Importance of the Interdisciplinary Team
 - 1.3.10.2. Speech Therapy
 - 1.3.10.3. Occupational Therapy
 - 1.3.10.4. Physiotherapy
 - 1.3.10.5. Psychology
- 1.4. Fragile X Syndrome
 - 1.4.1. Introduction to the Unit
 - 1.4.1.1. History of Fragile X Syndrome
 - 1.4.2. Concept of Fragile X Syndrome
 - 1.4.2.1. What Is Fragile X Syndrome?
 - 1.4.2.2. Genetics of Fragile X Syndrome
 - 1.4.2.3. Prognosis of Fragile X Syndrome
 - 1.4.3. Etiology
 - 1.4.3.1. The Origin of Fragile X Syndrome
 - 1.4.4. Prevalence
 - 1.4.4.1. Fragile X Syndrome in Other Countries
 - 1.4.5. Main Impairments
 - 1.4.5.1. Physical Characteristics
 - 1.4.5.2. Speech and Language Development Characteristics
 - 1.4.5.3. Cognitive and Learning Development Characteristics
 - 1.4.5.4. Social, Emotional, and Behavioral Characteristics
 - 1.4.5.5. Sensory Characteristics
 - 1.4.6. Comorbidity in Fragile X Syndrome
 - 1.4.6.1. What is Comorbidity?
 - 1.4.6.2. Comorbidity in Fragile X Syndrome
 - 1.4.6.3. Associated Disorders
 - 1.4.7. Diagnosis and Assessment of Fragile X Syndrome
 - 1.4.7.1. Diagnosis of Fragile X Syndrome
 - 1.4.7.1.1. Where It is Performed
 - 1.4.7.1.2. Who Performs It
 - 1.4.7.1.3. When It Can Be Performed
 - 1.4.7.2. Speech-Language Assessment of Fragile X Syndrome
 - 1.4.7.2.1. Anamnesis
 - 1.4.7.2.2. Areas to Consider
 - 1.4.8. Speech-Based Intervention
 - 1.4.8.1. Aspects to Consider
 - 1.4.8.2. Setting Objectives for Intervention
 - 1.4.8.3. Rehabilitation Materials
 - 1.4.8.4. Resources to Use
 - 1.4.9. Guidelines
 - 1.4.9.1. Guidelines for Individuals with Fragile X Syndrome
 - 1.4.9.2. Guidelines for Families
 - 1.4.9.3. Guidelines for the Educational Context
 - 1.4.9.4. Resources and Associations

- 1.4.10 The Interdisciplinary Team
 - 1.4.10.1. The Importance of the Interdisciplinary Team
 - 1.4.10.2. Speech Therapy
 - 1.4.10.3. Occupational Therapy
 - 1.4.10.4. Physiotherapy
- 1.5. Rett Syndrome
 - 1.5.1. Introduction to the Unit
 - 1.5.1.1. History of Rett Syndrome
 - 1.5.2. Concept of Rett Syndrome
 - 1.5.2.1. What is Rett Syndrome?
 - 1.5.2.2. Genetics of Rett Syndrome
 - 1.5.2.3. Prognosis of Rett Syndrome
 - 1.5.3. Etiology
 - 1.5.3.1. The Origin of Rett Syndrome
 - 1.5.4. Prevalence
 - 1.5.4.1. Rett Syndrome in Other Countries
 - 1.5.4.2. Stages in the Development of Rett Syndrome
 - 1.5.4.2.1. Stage I: Early Onset Stage
 - 1.5.4.2.2. Stage II: Rapid Destructive Stage
 - 1.5.4.2.3. Stage III: Plateau or Pseudo-Stationary Stage
 - 1.5.4.2.4. Stage IV: Late Motor Deterioration Stage
 - 1.5.5. Comorbidity in Rett Syndrome
 - 1.5.5.1. What is Comorbidity?
 - 1.5.5.2. Comorbidity in Rett Syndrome
 - 1.5.5.3. Associated Disorders
 - 1.5.6. Main Impairments
 - 1.5.6.1. Introduction
 - 1.5.6.2. Typical Physical Characteristics
 - 1.5.6.3. Clinical Characteristics
 - 1.5.7. Diagnosis and Assessment of Rett Syndrome
 - 1.5.7.1. Diagnosis of Rett Syndrome
 - 1.5.7.1.1. Where It is Performed
 - 1.5.7.1.2. Who Performs It
 - 1.5.7.1.3. When It Can Be Performed
 - 1.5.7.2. Speech-Language Assessment of Rett Syndrome
 - 1.5.7.2.1. Anamnesis
 - 1.5.7.2.2. Areas to Consider
 - 1.5.8. Speech-Based Intervention
 - 1.5.8.1. Aspects to Consider
 - 1.5.8.2. Setting Objectives for Intervention
 - 1.5.8.3. Rehabilitation Materials
 - 1.5.8.4. Resources to Use
 - 1.5.9. Guidelines
 - 1.5.9.1. Guidelines for Individuals with Rett Syndrome
 - 1.5.9.2. Guidelines for Families
 - 1.5.9.3. Guidelines for the Educational Context
 - 1.5.9.4. Resources and Associations
 - 1.5.10 The Interdisciplinary Team
 - 1.5.10.1. The Importance of the Interdisciplinary Team
 - 1.5.10.2. Speech Therapy
 - 1.5.10.3. Occupational Therapy
 - 1.5.10.4. Physiotherapy

- 1.6. Smith-Magenis Syndrome (SMS)
 - 1.6.1. Smith-Magenis Syndrome
 - 1.6.1.1. Introduction
 - 1.6.1.2. Concept
 - 1.6.2. Etiology
 - 1.6.3. Epidemiology
 - 1.6.4. Development by Stages
 - 1.6.4.1. Infants (up to 2 years)
 - 1.6.4.2. Childhood (from 2 to 12 years)
 - 1.6.4.2.1. Adolescence and Adulthood (from 12 years onward)
 - 1.6.5. Differential Diagnosis
 - 1.6.6. Clinical, Cognitive, Behavioral, and Physical Characteristics of Smith-Magenis Syndrome
 - 1.6.6.1. Clinical Characteristics
 - 1.6.6.2. Cognitive and Behavioral Characteristics
 - 1.6.6.3. Physical Characteristics
 - 1.6.7. Speech-Language Assessment in Smith-Magenis Syndrome
 - 1.6.8. Speech-Language Intervention in Smith-Magenis Syndrome
 - 1.6.8.1. General Considerations for Initiating Intervention
 - 1.6.8.2. Stages of the Intervention Process
 - 1.6.8.3. Communicative Aspects of Intervention
 - 1.6.9. Speech-Language Exercises for Smith-Magenis Syndrome
 - 1.6.9.1. Auditory Stimulation Exercises: Sounds and Words
 - 1.6.9.2. Exercises to Promote Grammatical Structures
 - 1.6.9.3. Exercises to Increase Vocabulary
 - 1.6.9.4. Exercises to Improve Language Use
 - 1.6.9.5. Exercises for Problem-Solving and Reasoning
 - 1.6.10. Support Associations for Patients and Families with Smith-Magenis Syndrome
- 1.7. Williams Syndrome

- 1.7.1. Williams Syndrome
 - 1.7.1.1. History of Williams Syndrome
 - 1.7.1.2. Concept of Williams Syndrome
 - 1.7.2. Etiology of Williams Syndrome
 - 1.7.3. Epidemiology of Williams Syndrome
 - 1.7.4. Diagnosis of Williams Syndrome
 - 1.7.5. Speech-Language Assessment in Williams Syndrome
 - 1.7.6. Characteristics of Williams Syndrome
 - 1.7.6.1. Medical Aspects
 - 1.7.6.2. Facial Features
 - 1.7.6.3. Hyperacusis
 - 1.7.6.4. Neuroanatomical Features
 - 1.7.6.5. Language Characteristics
 - 1.7.6.5.1. Early Language Development
 - 1.7.6.5.2. Language Characteristics in WS from Age 4 Onward
 - 1.7.6.6. Socio-Affective Characteristics in Williams Syndrome
 - 1.7.7. Speech-Language Intervention in Early Care for Children with Williams Syndrome
 - 1.7.8. Speech-Language Intervention in School-Age Children with Williams Syndrome
 - 1.7.9. Speech-Language Intervention in Adults with Williams Syndrome
 - 1.7.10. Associations
- 1.8. Angelman Syndrome
 - 1.8.1. Introduction to the Unit
 - 1.8.1.1. History of Angelman Syndrome
 - 1.8.2. Concept of Angelman Syndrome
 - 1.8.2.1. What is Angelman Syndrome?
 - 1.8.2.2. Genetics of Angelman Syndrome
 - 1.8.2.3. Prognosis of Angelman Syndrome



- 1.8.3. Etiology
 - 1.8.3.1. Origin of Angelman Syndrome
- 1.8.4. Prevalence
 - 1.8.4.1. Angelman Syndrome in Other Countries
- 1.8.5. Main Impairments
 - 1.8.5.1. Introduction
 - 1.8.5.2. Common Manifestations of Angelman Syndrome
 - 1.8.5.3. Rare Manifestations
- 1.8.6. Comorbidity of Angelman Syndrome
 - 1.8.6.1. What is Comorbidity?
 - 1.8.6.2. Comorbidity in Angelman Syndrome
 - 1.8.6.3. Associated Disorders
- 1.8.7. Diagnosis and Assessment of Angelman Syndrome
 - 1.8.7.1. Diagnosis of Angelman Syndrome
 - 1.8.7.1.1. Where It is Performed
 - 1.8.7.1.2. Who Performs It
 - 1.8.7.1.3. When It Can Be Performed
 - 1.8.7.2. Speech-Language Assessment in Angelman Syndrome
 - 1.8.7.2.1. Anamnesis
 - 1.8.7.2.2. Areas to Consider
- 1.8.8. Speech-Based Intervention
 - 1.8.8.1. Aspects to Consider
 - 1.8.8.2. Setting Objectives for Intervention
 - 1.8.8.3. Rehabilitation Materials
 - 1.8.8.4. Resources to Use

- 1.8.9. Guidelines
 - 1.8.9.1. Guidelines for Individuals with Angelman Syndrome
 - 1.8.9.2. Guidelines for Families
 - 1.8.9.3. Guidelines for the Educational Context
 - 1.8.9.4. Resources and Associations
- 1.8.10 The Interdisciplinary Team
 - 1.8.10.1. The Importance of the Interdisciplinary Team
 - 1.8.10.2. Speech Therapy
 - 1.8.10.3. Occupational Therapy
 - 1.8.10.4. Physiotherapy
- 1.9. Duchenne Disease
 - 1.9.1. Introduction to the Unit
 - 1.9.1.1. History of Duchenne Disease
 - 1.9.2. Concept of Duchenne Disease
 - 1.9.2.1. What Is Duchenne Disease?
 - 1.9.2.2. Genetics of Duchenne Disease
 - 1.9.2.3. Prognosis of Duchenne Disease
 - 1.9.3. Etiology.
 - 1.9.3.1. The Origin of Duchenne Disease
 - 1.9.4. Prevalence
 - 1.9.4.1. Prevalence of Duchenne Disease in Other Countries
 - 1.9.5. Main Impairments
 - 1.9.5.1. Introduction
 - 1.9.5.2. Clinical Manifestations of Duchenne Disease
 - 1.9.5.2.1. Speech Delay
 - 1.9.5.2.2. Behavioral Problems
 - 1.9.5.2.3. Muscle Weakness
 - 1.9.5.2.4. Stiffness
 - 1.9.5.2.5. Lordosis
 - 1.9.5.2.6. Respiratory Dysfunction
 - 1.9.5.3. Most Frequent Symptoms of Duchenne Disease
 - 1.9.6. Comorbidity of Duchenne Disease
 - 1.9.6.1. What is Comorbidity?
 - 1.9.6.2. Comorbidity in Duchenne Disease
 - 1.9.6.3. Associated Disorders
 - 1.9.7. Diagnosis and Assessment of Duchenne Disease
 - 1.9.7.1. Diagnosis of Duchenne Disease
 - 1.9.7.1.1. Where It is Performed
 - 1.9.7.1.2. Who Performs It
 - 1.9.7.1.3. When It Can Be Performed
 - 1.9.7.2. Speech-Language Assessment in Duchenne Disease
 - 1.9.7.2.1. Anamnesis
 - 1.9.7.2.2 Areas to Consider
 - 1.9.8. Speech-Based Intervention
 - 1.9.8.1. Aspects to Consider
 - 1.9.8.2. Setting Objectives for Intervention
 - 1.9.8.3. Rehabilitation Materials
 - 1.9.8.4. Resources to Use
 - 1.9.9. Guidelines
 - 1.9.9.1. Guidelines for Individuals with Duchenne Disease
 - 1.9.9.2. Guidelines for Families
 - 1.9.9.3. Guidelines for the Educational Context
 - 1.9.9.4. Resources and Associations
 - 1.9.10 The Interdisciplinary Team
 - 1.9.10.1. The Importance of the Interdisciplinary Team
 - 1.9.10.2. Speech Therapy
 - 1.9.10.3. Occupational Therapy
 - 1.9.10.4. Physiotherapy

- 1.10. Usher Syndrome
 - 1.10.1. Introduction to the Unit
 - 1.10.1.1. History of Usher Syndrome
 - 1.10.2. Concept of Usher Syndrome
 - 1.10.2.1. What is Usher Syndrome?
 - 1.10.2.2. Genetics of Usher Syndrome
 - 1.10.2.3. Typology of Usher Syndrome
 - 1.10.2.3.1. Type I
 - 1.10.2.3.2. Type II
 - 1.10.2.3.3. Type III
 - 1.10.2.4. Prognosis of Usher Syndrome
 - 1.10.3. Etiology
 - 1.10.3.1. The Origin of Usher Syndrome
 - 1.10.4. Prevalence
 - 1.10.4.1. Usher Syndrome in Other Countries
 - 1.10.5. Main Impairments
 - 1.10.5.1. Introduction
 - 1.10.5.2. Common Manifestations of Usher Syndrome
 - 1.10.5.3. Rare Manifestations
 - 1.10.6. Comorbidity of Usher Syndrome
 - 1.10.6.1. What is Comorbidity?
 - 1.10.6.2. Comorbidity in Usher Syndrome
 - 1.10.6.3. Associated Disorders
 - 1.10.7. Diagnosis and Assessment of Usher Syndrome
 - 1.10.7.1. Diagnosis of Usher Syndrome
 - 1.10.7.1.1. Where It is Performed
 - 1.10.7.1.2. Who Performs It
 - 1.10.7.1.3. When It Can Be Performed
 - 1.10.7.2. Speech-Language Assessment in Usher Syndrome
 - 1.10.7.2.1. Anamnesis
 - 1.10.7.2.2. Areas to Consider

- 1.10.8. Speech-Based Intervention
 - 1.10.8.1. Aspects to Consider
 - 1.10.8.2. Setting Objectives for Intervention
 - 1.10.8.3. Rehabilitation Materials
 - 1.10.8.4. Resources to Use
- 1.10.9. Guidelines
 - 1.10.9.1. Guidelines for Individuals with Usher Syndrome
 - 1.10.9.2. Guidelines for Families
 - 1.10.9.3. Guidelines for the Educational Context
 - 1.10.9.4. Resources and Associations
- 1.10.10. The Interdisciplinary Team
 - 1.10.10.1. The Importance of the Interdisciplinary Team
 - 1.10.10.2. Speech Therapy
 - 1.10.10.3. Occupational Therapy
 - 1.10.10.4. Physiotherapy



A unique, essential and decisive learning experience to boost your professional development"

04

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.



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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.

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*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.

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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.

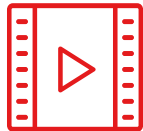
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

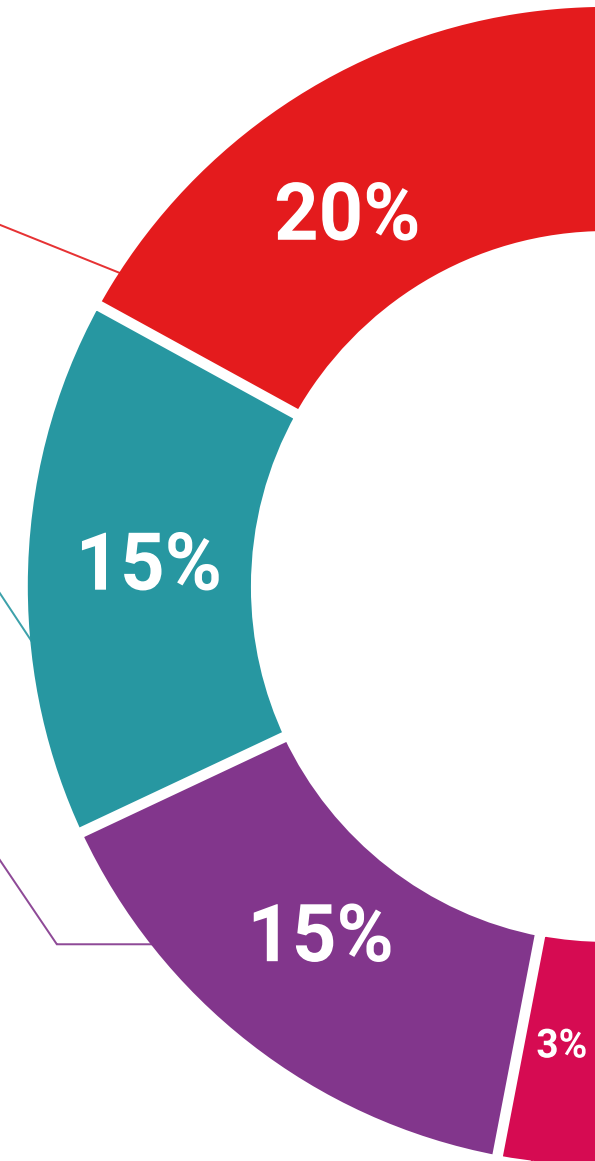
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

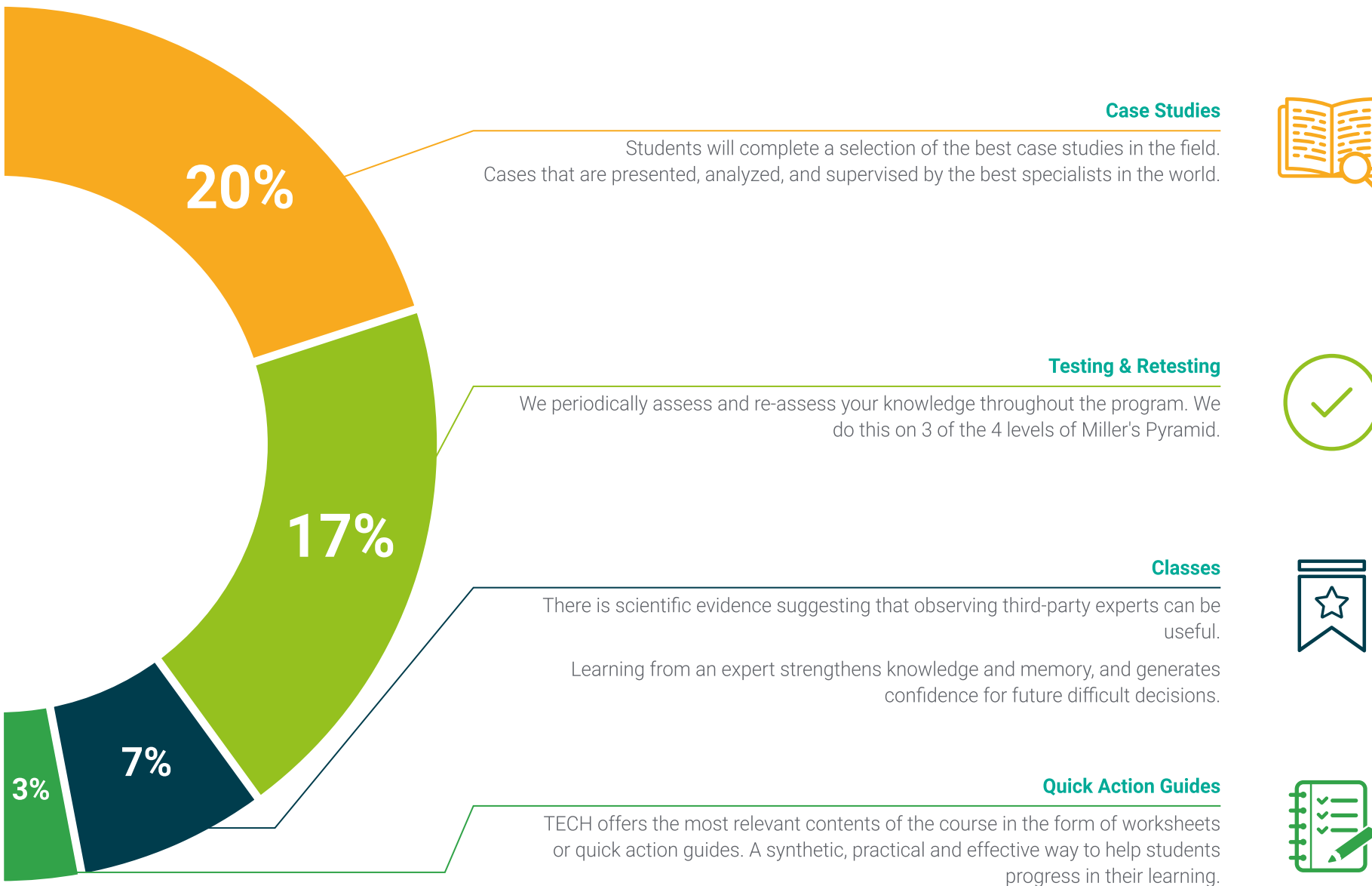
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





05 Certificate

The Postgraduate Certificate in Genetic Syndromes guarantees students, in addition to the most rigorous and up-to-date knowledge, access to a diploma for the Postgraduate Certificate 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 Certificate in Genetic Syndromes** endorsed by TECH Global University, the world's largest online university.

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

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

Title: **Postgraduate Certificate in Genetic Syndromes**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
online training
development languages
virtual classroom



Postgraduate Certificate Genetic Syndromes

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

Postgraduate Certificate Genetic Syndromes

