

Postgraduate Certificate

Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing





Postgraduate Certificate

Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing

- » 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/motor-disorders-musculoskeletal-diseases-nervous-system-conditions-nursing

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01

Introduction

This program addresses the needs and demands of the 21st century for patients with neurodevelopmental disorders and intellectual disabilities. For this reason, it employs diagnostic classifications commonly used within multidisciplinary teams, enabling a collaborative approach to meeting patient needs.



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This Postgraduate Certificate in Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing will instill a sense of confidence in your professional practice, helping you grow both personally and professionally”

The faculty of this Postgraduate Certificate consists of specialists in therapeutic psychopedagogy who work daily with students with functional diversity. They are not only well-versed in theory but also have hands-on experience in providing tailored responses to individual student needs and facilitating real-world inclusion processes.

To achieve this, the program incorporates both didactic tools and methodologies enhanced by the latest technological innovations, making learning more accessible for patients.

This is a unique Postgraduate Certificate, as it combines the use of diagnostic classifications commonly applied within multidisciplinary teams with their practical implementation in daily practice. This combination allows students to address the real demands within the field of work they practice.



Update your knowledge through the Postgraduate Certificate in Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing

This **Postgraduate Certificate in Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of clinical cases presented by experts in neurodevelopmental disorders and intellectual disabilities
- ♦ 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 developments in neurodevelopmental disorders and intellectual disabilities
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ Special emphasis on neurodevelopmental disorders and intellectual disability
- ♦ 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

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This Postgraduate Certificate is the best investment you can make when selecting an update program for two reasons: in addition to updating your knowledge in Neurodevelopmental Disorders and Intellectual Disabilities, you will earn a diploma for the Postgraduate Certificate awarded by TECH Global University”

It includes a faculty of professionals specializing in neurodevelopmental disorders and intellectual disabilities, who bring their practical experience to this training, along with renowned specialists from leading scientific societies.

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.

The design of this program focuses on Problem-Based Learning, by means of which nurses must try to solve the different professional practice situations that arise throughout the program. To achieve this, the specialist will have access to an innovative interactive video system created by recognized experts in the field of neurodevelopmental disorders and intellectual disabilities, all with extensive experience.

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

Take advantage of this opportunity to learn about the latest advances in Neurodevelopment and Intellectual Disability and improve patient care.



02 Objectives

The Postgraduate Certificate in Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing is designed to facilitate the work of nurses dedicated to this area of treatment.





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This Postgraduate Certificate will allow you to update your knowledge in Neurodevelopment and Intellectual Disability using the latest educational technology, ensuring quality and safety in decision-making and in monitoring these patients”



General Objectives

- ♦ Know how Special Education has evolved, especially regarding international entities such as UNESCO
- ♦ Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- ♦ Collaborate in supporting families / legal guardians in the development of students
- ♦ Participate in the assessment and diagnosis of special educational needs
- ♦ Elaborate the adaptations required by students with special educational needs
- ♦ Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- ♦ Know the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students
- ♦ Establish measures both in the classroom, school and environment for students with special educational needs to enable their full inclusion in today's society





Specific Objectives

- ♦ Know and compare the evolution of the concept of intellectual disability
- ♦ Differentiate and recognize developmental variables and differential aspects
- ♦ Understand and appreciate multiprofessional coordination
- ♦ Differentiate and analyze special educational needs
- ♦ Know the tools and materials to be used
- ♦ Recognize and reflect on the different evaluations and prognoses to be established



Take the step to stay up to date with the latest developments in Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing”

03

Course Management

The program includes a faculty of leading specialists in Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing, as well as other related areas, who bring their professional experience to this training. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



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Learn from leading professionals about the latest advances in procedures for Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing”

Management



Dr. Fernández, M^a Luisa Mariana

- Psychologist
- Therapeutic Pedagogy Teacher Specialist
- Educational Counselor in the Community of Madrid
- Department of Education
- President and founder of the Professional Association Guidance and Education in the Community of Madrid
- Member of COPOE and AIOSP



Faculty

Mr. Serra López, Daniel

- ♦ Master's Degree in Primary Education
- ♦ Therapeutic Pedagogy Specialist
- ♦ Active professional at a Special Education center

Ms. Vílchez Montoya, Cristina

- ♦ Master's Degree in Primary Education
- ♦ Therapeutic Pedagogy Specialist

Ms. Ruiz Rodríguez, Rocío

- ♦ Master's Degree in Primary Education
- ♦ Therapeutic Pedagogy Specialist

Mr. Pérez Mariana, Julio Miguel

- ♦ Primary Education Teacher with a Degree in Physical Education
- ♦ Superior Technician in Physical and Sports Activities Animation
- ♦ Technician in Conduction of Physical-Sports Activities

04

Structure and Content

The content structure has been designed by a team of professionals from leading hospitals and universities across the country, fully aware of the importance of up-to-date training for effective intervention in learning, and committed to delivering quality education through new educational technologies.



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This Postgraduate Certificate in Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing offers the most complete and up-to-date scientific program on the market”

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

- 1.1. Concept and Definition of Motor Disorders / Musculoskeletal System and Connective System 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. Disorders of 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 System
 - 1.1.12. Functions of the Connective System
 - 1.1.13. Importance of the Connective System
 - 1.1.14. Development of the Connective System
 - 1.1.15. Disorders of the Connective System
- 1.2. Classification of Motor Disorders / Musculoskeletal System and Connective System Diseases
 - 1.2.1. Relationship between DSM V and ICD-10 Classifications between Motor Disorders and Skeletal System and Connective System Disorders
 - 1.2.2. DSM V Classification
 - 1.2.3. Disorders Not Included in the DSM V
 - 1.2.4. ICD 10 Classification
 - 1.2.5. Disorders Not Included in the ICD 10
 - 1.2.6. The Need for Consensus between Both Classifications
 - 1.2.7. Common Disorders in DSM V and ICD 10
 - 1.2.8. Differences in Classification between DSM V and ICD 10
 - 1.2.9. Contributions from the Differences between DSM V and ICD 10 Classifications for Teachers Specializing in Therapeutic Pedagogy
 - 1.2.10. Contributions from the Commonalities between the DSM V and ICD 10 Classifications Specialist Teachers in Therapeutic Pedagogy





- 1.3. Incidences in Developmental Stages
 - 1.3.1. Definition and Concept of Motor Developmental Stages
 - 1.3.2. Definition and Concept of the Musculoskeletal and Connective Systems Developmental Stages
 - 1.3.3. The Need to Unify the Stages
 - 1.3.4. Milestones in Development
 - 1.3.5. Embryo and Fetus Incidents: Consequences
 - 1.3.6. Incidents During the First Year of Life Consequences
 - 1.3.7. Proximate-Distal Law Incidents: Consequences
 - 1.3.8. Cephalocaudal Law Incidents: Consequences
 - 1.3.9. Gait Incidents: Consequences
 - 1.3.10 Other Incidents
- 1.4. Multiprofessional Coordination
 - 1.4.1. Definition of Multiprofessional Coordination
 - 1.4.2. The Need for Multiprofessional Coordination
 - 1.4.3. Family as the Core of Multiprofessional Coordination
 - 1.4.5. Diagnosing the Disorder
 - 1.4.6. Education Center Professionals: Coordination
 - 1.4.7. Physiotherapist Intervention in and out of School
 - 1.4.8. Orthoprosthesis Intervention in and out of School
 - 1.4.9. Education Center External Professionals: Coordination
 - 1.4.10 Coordination between Internal and External Professionals
 - 1.4.11 The Therapeutic Pedagogy Specialist as Liaison between Professionals
- 1.5. Documentation and Organization According to Student Needs
 - 1.5.1. Disorder Diagnosis Documentation
 - 1.5.2. Disorder Revisions and Follow-up
 - 1.5.3. Physiotherapist Documentation
 - 1.5.4. Disorder Revisions and Follow-up by Physiotherapists
 - 1.5.5. Orthotist Documentation
 - 1.5.6. Disorder Revisions and Follow-up by Orthotists
 - 1.5.7. School Documentation
 - 1.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
 - 1.5.9. Elaborating Individual Curricular Adaptation Documents
 - 1.5.10 Individual Curricular Adaptation Document Follow-up

- 1.6. Educational Intervention According to Developmental Stage
 - 1.6.1. Developmental Milestones for Educational Intervention
 - 1.6.2. Diagnosis. Early Stimulation
 - 1.6.3. Educational Intervention to Promote Cephalic Support
 - 1.6.4. Educational Intervention to Promote Torso Support
 - 1.6.5. Educational Intervention to Promote Support to Stand Upright
 - 1.6.6. Educational Intervention to Promote Proximal-Distal Law
 - 1.6.7. Educational Intervention to Promote Cephalic-Caudal Law
 - 1.6.8. Educational Intervention to Promote Gait
 - 1.6.9. Educational Intervention to Improve Hypotonia
 - 1.6.10. Educational Intervention to Improve Hypotonia
- 1.7. Adapted Individual Tools and Supplies
 - 1.7.1. Concept of School Activities
 - 1.7.2. The Need for Preliminary Activities for Special Educational Needs Students
 - 1.7.3. The Need for Final Activities for Special Educational Needs Students
 - 1.7.4. Classroom Adaptation
 - 1.7.5. School Adaptation
 - 1.7.6. Tabletop Supplies
 - 1.7.7. School Ambulation Supplies
 - 1.7.8. School Recess Supplies
 - 1.7.9. Food and Cleaning Supplies at School
 - 1.7.10. Other Materials



- 1.8. Adapted Collective Tools and Supplies
 - 1.8.1. Concept of Collective Tools and Materials: Need for Student Inclusion
 - 1.8.2. Tools and Supplies Classification According to the Setting
 - 1.8.3. Tools and Supplies Classification According to Use
 - 1.8.4. Classroom Supplies
 - 1.8.5. School Supplies
 - 1.8.6. Recess Area Supplies
 - 1.8.7. Cafeteria and Bathroom Supplies
 - 1.8.8. Information and Signs for Common Use
 - 1.8.9. Adapting Common Spaces: Ramps and Elevators
 - 1.8.10. Other Tools and Supplies
- 1.9. School-Based Socio-Community Intervention
 - 1.9.1. Concept of Socio-Community Intervention
 - 1.9.2. Justification of Socio-Community Intervention in Special Educational Needs Students
 - 1.9.3. Coordinated Intervention by All Education Professionals at School
 - 1.9.4. Coordinated intervention by Non-Teaching School Personnel
 - 1.9.5. Coordinated Intervention with Class families
 - 1.9.6. Intervention with External Resources: Extracurricular Outings
 - 1.9.7. Intervention with External Resources from the Culture Itself: Zoo or Museums, Among Others
 - 1.9.8. Coordinated Intervention with Other Resources in the Immediate Surroundings: Library or Municipal Sports Center, and Others
 - 1.9.9. Applying for Socio-Community Resources: Scholarships and Other Aid
 - 1.9.10. Other Socio-Community Interventions

- 1.10. Evaluation and Prognosis
 - 1.10.1. The First Diagnosis The Family's Response
 - 1.10.2. Family Support in Accepting the Diagnosis
 - 1.10.3. Information and Family Meetings
 - 1.10.4. Information and Special Needs Student Meetings
 - 1.10.5. School Intervention in the Evaluation: The Role of Teachers Specialized in Therapeutic Pedagogy
 - 1.10.6. Multiprofessional Intervention in the Evaluation
 - 1.10.7. Joint Measures to Achieve the Best Prognosis
 - 1.10.8. Programming a Multiprofessional Intervention Schedule
 - 1.10.9. Intervention Review and Follow-up: Evaluation
 - 1.10.10. Improvement Proposals for Multiprofessional Intervention



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

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.



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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.

“

*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.

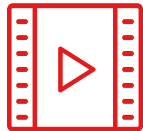
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

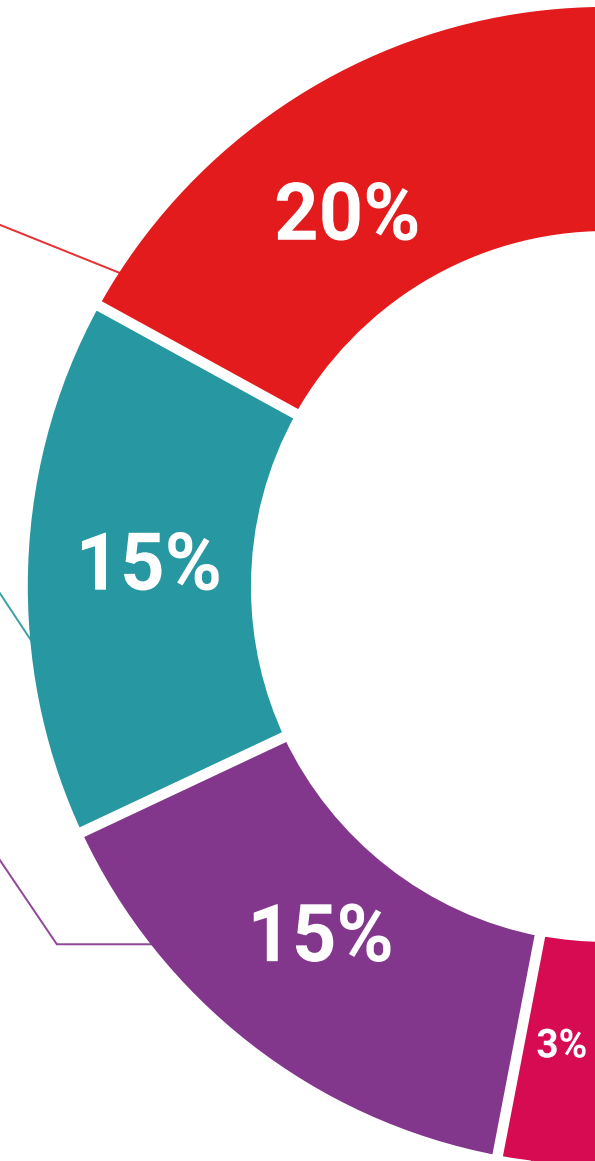
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

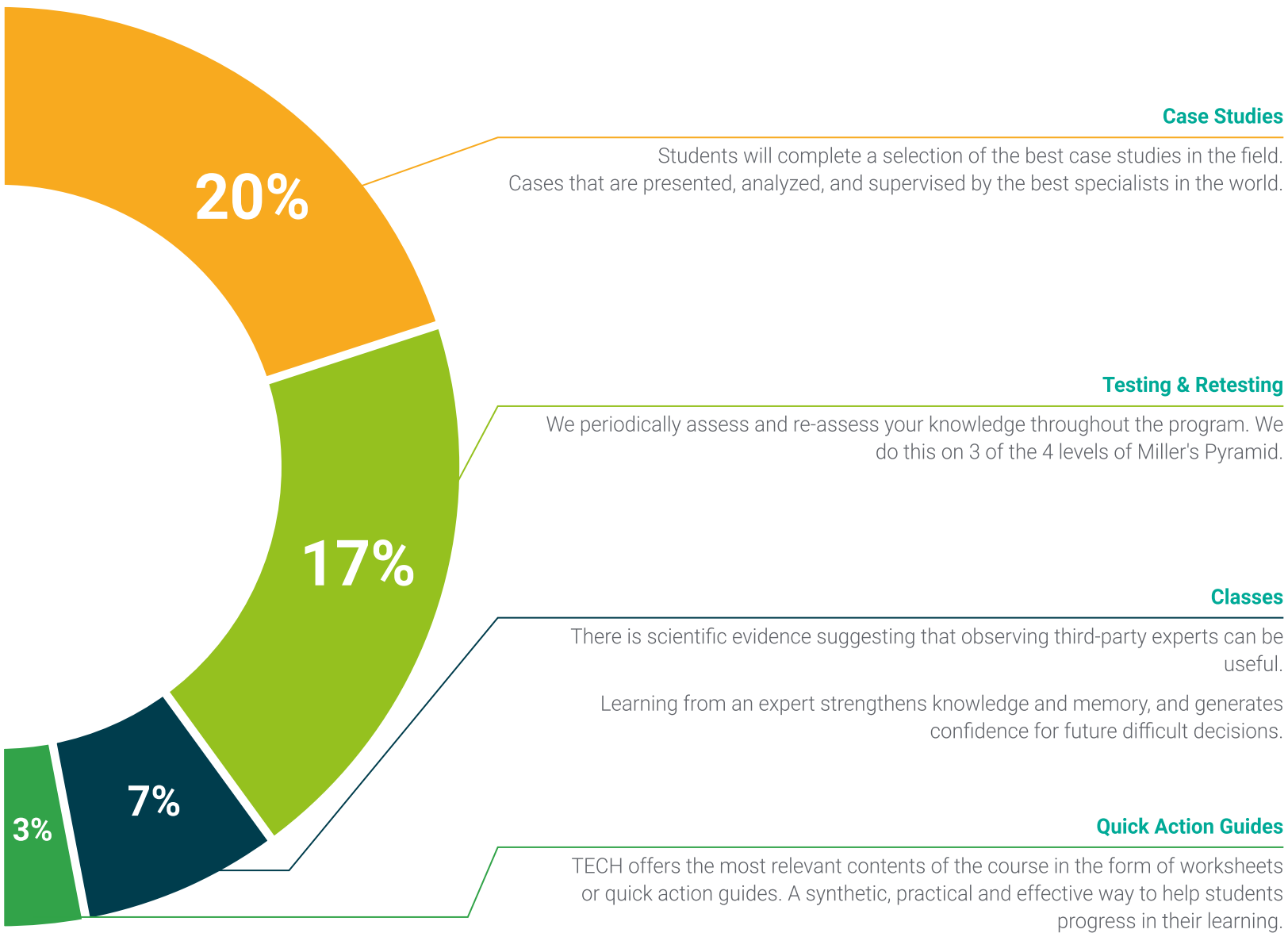
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

The Postgraduate Certificate in Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate issued by TECH Global University.



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

This private qualification will allow you to obtain a diploma for the **Postgraduate Certificate in Motor Disorders, Musculoskeletal Diseases, and Nervous System Conditions for Nursing** 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: **ESTUDIO in PROGRAMA**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**





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Postgraduate Certificate

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