

# Postgraduate Diploma

## Dysphagia and Voice Rehabilitation for Nurses



## Postgraduate Diploma Dysphagia and Voice Rehabilitation for Nurses

Course Modality: Online

Duration: 6 months.

Certificate: TECH - Technological University

18 ECTS Credits

Teaching Hours: 450 hours.

Website: [www.techitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-dysphagia-voice-rehabilitation-nurses](http://www.techitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-dysphagia-voice-rehabilitation-nurses)



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01

# Introduction

Dysphagia and voice problems can complicate the quality of life of people of all ages, so it is essential to make progress in this area so that patients can continue with their daily lives in a normal way. In this rehabilitation process, nurses play a fundamental role, so it is essential that they are trained through training programs such as these that allow them to understand the functioning of voice disorders and how to rehabilitate them to offer patients a full quality of life. All of this, in addition to making them top-notch professionals, will catapult their career to the next level.



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*A unique, key and decisive specialization  
experience to boost your professional  
development and make you a first-class nurse”*

Dysphagia is a little known disease, but it considerably worsens the quality of life of people who suffer from it. This difficulty in swallowing, which occurs especially at older ages, can lead to malnutrition or dehydration problems, but also to respiratory problems.

The people most affected by this pathology are geriatric residents and stroke patients, as well as Alzheimer's or Parkinson's patients. The fact that it significantly affects the elderly suggests that this disease is on the rise, due to the gradual aging of the population.

On the other hand, voice alterations are a more frequent problem, and also cause secondary problems in people who suffer from them. Especially when dysphonia or voice alterations occur on a constant basis.

As a result, there is a wide professional demand for specialization in order to acquire the necessary competencies to enable nurses to provide a comprehensive health and clinical response in the patient's best interests. Both nurses and clinicians will benefit from training actions that integrate the vision of clinical nursing and the needs of an educational response that demands nursing also in the school environment, without forgetting the clinical and sanitary environment.

This Postgraduate Diploma in Dysphagia and Voice Rehabilitation for Nurses responds to the demand for continued specialization of health and educational agents, and is aimed primarily at nursing professionals. With this training action, the professional will acquire competencies to manage and treat speech therapy disorders in different types of patients. In addition, these studies can facilitate access to employment in this field, due to the high demand for this type of professional, whether in the health, clinical or educational fields.

This **Postgraduate Diploma in Dysphagia and Voice Rehabilitation for Nurses** contains the most complete and up to date scientific program on the market. The most important characteristics of the Postgraduate Diploma are:

- ◆ The development of a large number of case studies presented by experts in dysphagia and voice rehabilitation. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ◆ New developments in the use of dysphagia and voice rehabilitation.
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning.
- ◆ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student.
- ◆ Special emphasis on evidence-based methodologies in dysphagia and voice rehabilitation.
- ◆ Theoretical lessons, questions to the expert, discussion forums on controversial issues and individual reflection papers.
- ◆ Content that is accessible from any fixed or portable device with an Internet connection.



*This is the best Postgraduate Diploma you can find, with which you will receive a certificate endorsed by TECH - Technological University "*

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*Improve your knowledge in dysphagia and voice rehabilitation through this program, where you will find the best didactic material with real clinical cases ”*

It includes in its teaching staff professionals belonging to the field of dysphagia and voice rehabilitation and nursing who pour into this specialization the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

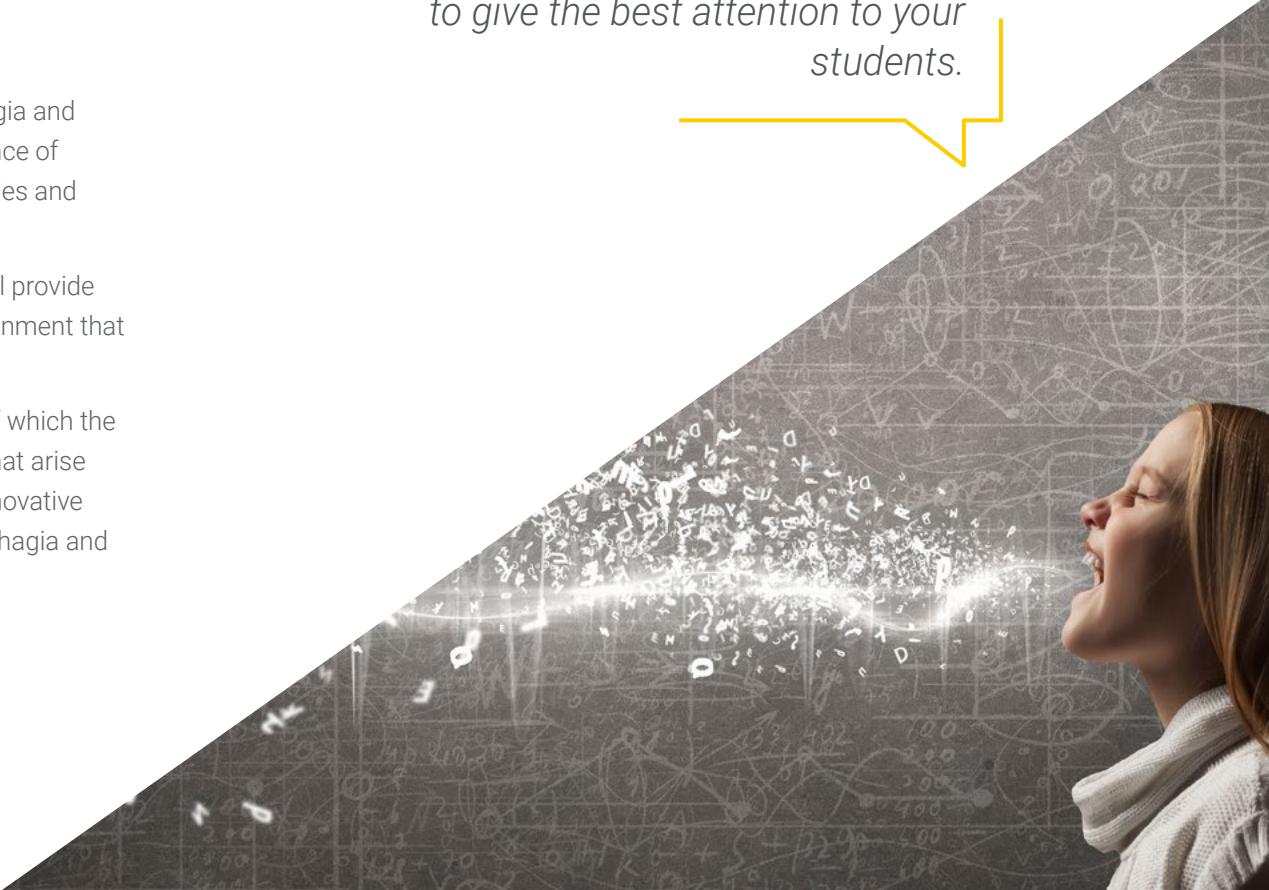
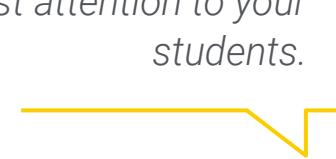
The multimedia content developed with the latest educational technology will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training program to train in real situations.

The design of this program is based on problem-based learning, by means of which the professional must try to solve the different professional practice situations that arise throughout the course. To this end, the professional will be assisted by an innovative interactive video system developed by recognized experts in the field of dysphagia and voice rehabilitation, with extensive teaching experience.

Nursing professionals will be able to continue with their specialization, combining it with their work, thanks to this 100% online Postgraduate Diploma.



Follow your specialization with us to give the best attention to your students.



02

# Objectives

The Postgraduate Diploma in Dysphagia and Voice Rehabilitation is oriented to facilitate the nursing professional's performance in those cases in which they encounter patients with rehabilitation needs due to dysphagia and voice problems. Thus, after completing the program, the nurse will have acquired the necessary competencies that will allow him/her to perform quality practice in this field, also revaluing his/her professional profile and preparing them to practice in different types of health institutions.



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*After completing this specialization with TECH, the nurse will have acquired a series of basic and fundamental competencies to work in the sector with greater guarantees of success"*



## General Objectives

- ◆ Develop a broad knowledge of the anatomical and functional basis of the central and peripheral nervous system.
- ◆ Study the anatomy and function of the organs involved in basic functions such as respiration, phonation and swallowing.
- ◆ Acquire knowledge in both assessment and speech therapy intervention.
- ◆ Deepen knowledge of rehabilitation techniques endorsed in clinical practice.
- ◆ Develop intervention skills gained from complementary disciplines such as neuropsychology, physiotherapy and psychology.
- ◆ Handle the assessment, diagnosis and treatment of neurofunctional and logopedic disorders in specific groups with neurodevelopmental or syndromic disorders.
- ◆ Know various approaches and intervention programs in speech-language neurorehabilitation.





## Specific Objectives

### Module 1

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

### Module 2

- ◆ Deepen the knowledge of the most current diagnostic and treatment techniques.
- ◆ Analyze the different possible vocal pathologies and achieve scientific rigor in the treatments.
- ◆ Solve real practical cases with current therapeutic approaches based on scientific evidence.
- ◆ Deepen the knowledge of the most current diagnostic and treatment techniques.
- ◆ Deepen knowledge and analysis of the results obtained in objective voice assessments.

- ◆ Know different approaches to the treatment of vocal pathologies.
- ◆ Raise awareness of the need for vocal care.
- ◆ See the voice as a global ability of the person and not as an exclusive act of the phonatory system.

### Module 3

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

03

# Course Management

The program's teaching staff includes leading specialists in dysphagia and voice rehabilitation, as well as nurses and physicians, who bring the experience of their work to this specialization. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner. This group of professionals will make it possible for the student to learn and acquire knowledge with greater guarantees of success, performing a quality praxis in the daily practice of their profession.



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*The best national specialists will help you train  
in dysphagia and voice rehabilitation”*

## Management



### Borrás Sanchís, Salvador

Psychologist

- ◆ Teacher and Speech Therapist
- ◆ Educational Counselor at Generalitat Valenciana, Regional Government of Valencia, Education Department (Valencian Regional Government)
- ◆ Pedagogical Director at the DEIAP Institute



### Santacruz García, Estefanía

- ◆ Social Integration and Speech-Language Pathologist
- ◆ Specialist in Orofacial and Myofunctional Therapy. Clinica Uner - Neurorehabilitation Unit, Integral Brain Injury Unit
- ◆ Teacher at Cefire, Center for Training, Innovation and Educational Resources of the Community of Valencia.

## Professors

### Álvarez Valdés, Paula del Carmen

- Clinical Speech Therapist Specialist in Myofunctional Therapy
- Expert in the Psychodiagnosis and Treatment of Early Childhood Care
- Direct collaboration in the dental office

### Dr. Carrasco Delarriva, Concha

- Neuropsychologist and Assistant Professor of the Department of Psychology at the Catholic University San Antonio of Murcia, UCAM.
- Child Neuropsychology
- Master's Degree in Neuropsychology
- Spanish Association of Cognitive-Behavioral Clinical Psychology
- Cognitive and Child Rehabilitation Postgraduate

### Gallego Díaz, Mireia

- Occupational Therapist
- Speech Therapist Expert in Glutition Disorders
- Hospital Speech Therapist

### García Gómez, Andrea M<sup>a</sup>

- Clinical Speech Therapist Specializing in Brain Injury
- Neurologopedist in Neurorehabilitation Unit

### Jiménez Jiménez, Ana

- Social Worker and Clinical Neuropsychologist
- Specialized in Neurorehabilitation in the area of Brain Injury in the clinical setting.

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers, universities and companies in the national territory, aware of the relevance of current specialization in order to intervene in the treatment and support of patients with this type of dysfunction, and committed to quality teaching through new educational technologies. In this way, these contents will allow you to train with greater guarantees and will provide you with the necessary knowledge to work successfully in the sector.



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*In this Postgraduate Diploma you will find the best content on the market. This will ensure that, upon completion of the specialization, you will have increased your competencies as a nurse ”*

**Module 1. Anatomy and Physiology of the Voice**

- 1.1. Anatomy of the Voice.
  - 1.1.1. Laryngeal Anatomy.
  - 1.1.2. Respiratory Structures Involved in Phonation.
    - 1.1.2.1. Chest.
    - 1.1.2.2. Airways.
    - 1.1.2.3. Respiratory Musculature.
  - 1.1.3. Laryngeal Structures Involved in Phonation.
    - 1.1.3.1. Laryngeal Bone Skeleton.
    - 1.1.3.2. Laryngeal Cartilages.
    - 1.1.3.3. Joints.
    - 1.1.3.4. Musculature.
    - 1.1.3.5. Innervation.
  - 1.1.4. Structures of the Vocal Tract Involved in Phonation.
    - 1.1.4.1. Linear Source-Filter Model.
    - 1.1.4.2. Non-linear Source-Filter Model.
- 1.2. Voice Physiology.
  - 1.2.1. Histology of Vocal Folds.
  - 1.2.2. Biomechanical Properties of the Vocal Folds.
  - 1.2.3. Mucoondulatory Theory and Aerodynamic-Myoelastic Theory.
- 1.3. The Pathological Voice.
  - 1.3.1. Euphonia Vs. Dysphonia.
  - 1.3.2. Vocal Fatigue.
  - 1.3.3. Acoustic Signs of Dysphonia.
  - 1.3.4. Classification of Dysphonia.
- 1.4. Medical-surgical Treatment of Vocal Pathologies.
  - 1.4.1. Phonosurgery.
  - 1.4.2. Larynx Surgeries.
  - 1.4.3. Dysphonia Medication.
- 1.5. Physical and Acoustic Aspects of the Voice.
  - 1.5.1. Physical Aspects of the Voice.
    - 1.5.1.1. Types of Waves.
  - 1.5.1.2. Physical Properties of Sound Waves.
  - 1.5.1.3. Sound Transmission.
- 1.5.2. Acoustic Aspects of the Voice.
  - 1.5.2.1. Intensity
  - 1.5.2.2. Pitch.
  - 1.5.2.3. Quality
- 1.6. Objective Voice Evaluation.
  - 1.6.1. Morphofunctional Exploration.
  - 1.6.2. Electroglossography.
  - 1.6.3. Aerodynamic Measurements.
  - 1.6.4. Electromyography.
  - 1.6.5. Video-chemography.
  - 1.6.6. Acoustic Analysis.
- 1.7. Perceptual Evaluation.
  - 1.7.1. GRBAS.
  - 1.7.2. RASAT.
  - 1.7.3. GBR Score.
  - 1.7.4. CAPE-V.
  - 1.7.5. VPAS.
- 1.8. Functional Assessment
  - 1.8.1. Fundamental Frequency.
  - 1.8.2. Phonetogram.
  - 1.8.3. Maximum Phonatory Times.
  - 1.8.4. Velo-Palatine Efficiency.
  - 1.8.5. VHI.
- 1.9. Assessment of Vocal Quality.
  - 1.9.1. Vocal Quality.
  - 1.9.2. High Quality Voice Vs. Low Quality Voice.
  - 1.9.3. Assessment of Vocal Quality in Voice Professionals.
- 1.10. Medical History.
  - 1.10.1. The Importance of the Clinical History.
  - 1.10.2. Characteristics of the Initial Interview.
  - 1.10.3. Sections of the Clinical History and Implications in the Voice.
  - 1.10.4. Proposal of an Anamnesis Model for Vocal Pathology.



## Module 2. Vocal Rehabilitation

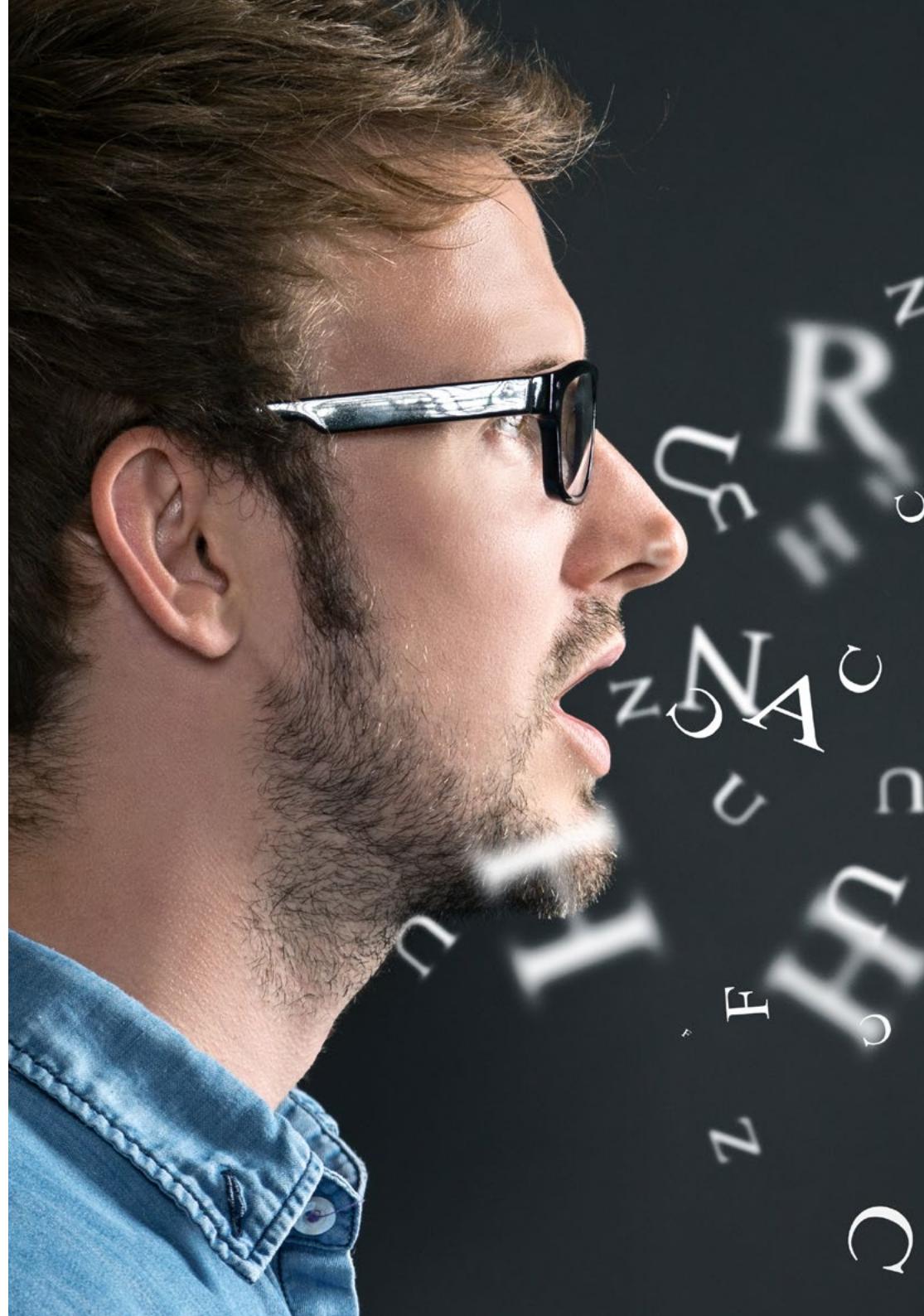
- 2.1. Speech Therapy for Functional Dysphonia.
  - 2.1.1. Type I: Isometric Laryngeal Disorder.
  - 2.1.2. Type II: Lateral Glottic and Supraglottic Contraction.
  - 2.1.3. Type III: Anteroposterior Supraglottic Contraction.
  - 2.1.4. Type IV: Conversion Aphonia/Dysphonia AND Psychogenic Dysphonia with Arched Vocal Chords.
  - 2.1.5. Transitional Dysphonias of the Adolescent.
- 2.2. Speech Therapy for Organic Dysphonias.
  - 2.2.1. Introduction.
  - 2.2.2. Speech Therapy for Dysphonia of Congenital Organic Origin
  - 2.2.3. Speech Therapy in Acquired Dysphonia of Organic Origin.
- 2.3. Speech Therapy Treatment of Organic-Functional Dysphonias.
  - 2.3.1. Introduction.
  - 2.3.2. Objectives in the Rehabilitation of Organic-Functional Pathologies.
  - 2.3.3. Proposal of Exercises and Techniques According to the Rehabilitation Objective.
- 2.4. Voice in Acquired Neurological Problems.
  - 2.4.1. Dysphonia of Neurological Origin.
  - 2.4.2. Speech Therapy.
- 2.5. Childhood Dysphonia.
  - 2.5.1. Anatomical Characteristics.
  - 2.5.2. Vowel Characteristics.
  - 2.5.3. Intervention.
- 2.6. Hygienic Therapy.
  - 2.6.1. Introduction.
  - 2.6.2. Harmful Habits and their Effect on the Voice.
  - 2.6.3. Preventive Measures.
- 2.7. Semi-occluded Vocal Tract Exercises.
  - 2.7.1. Introduction.
  - 2.7.2. Justification.
  - 2.7.3. TVSO.

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- 2.8. Estill Voice Training as a Technique to Improve Vocal Function.
  - 2.8.1. Jo Estill and the Creation of the Model.
  - 2.8.2. Estill Voice Training Principles.
  - 2.8.3. Description.

## Module 3. Evaluation and Intervention in Dysphagia of Neurological Origin in Adults.

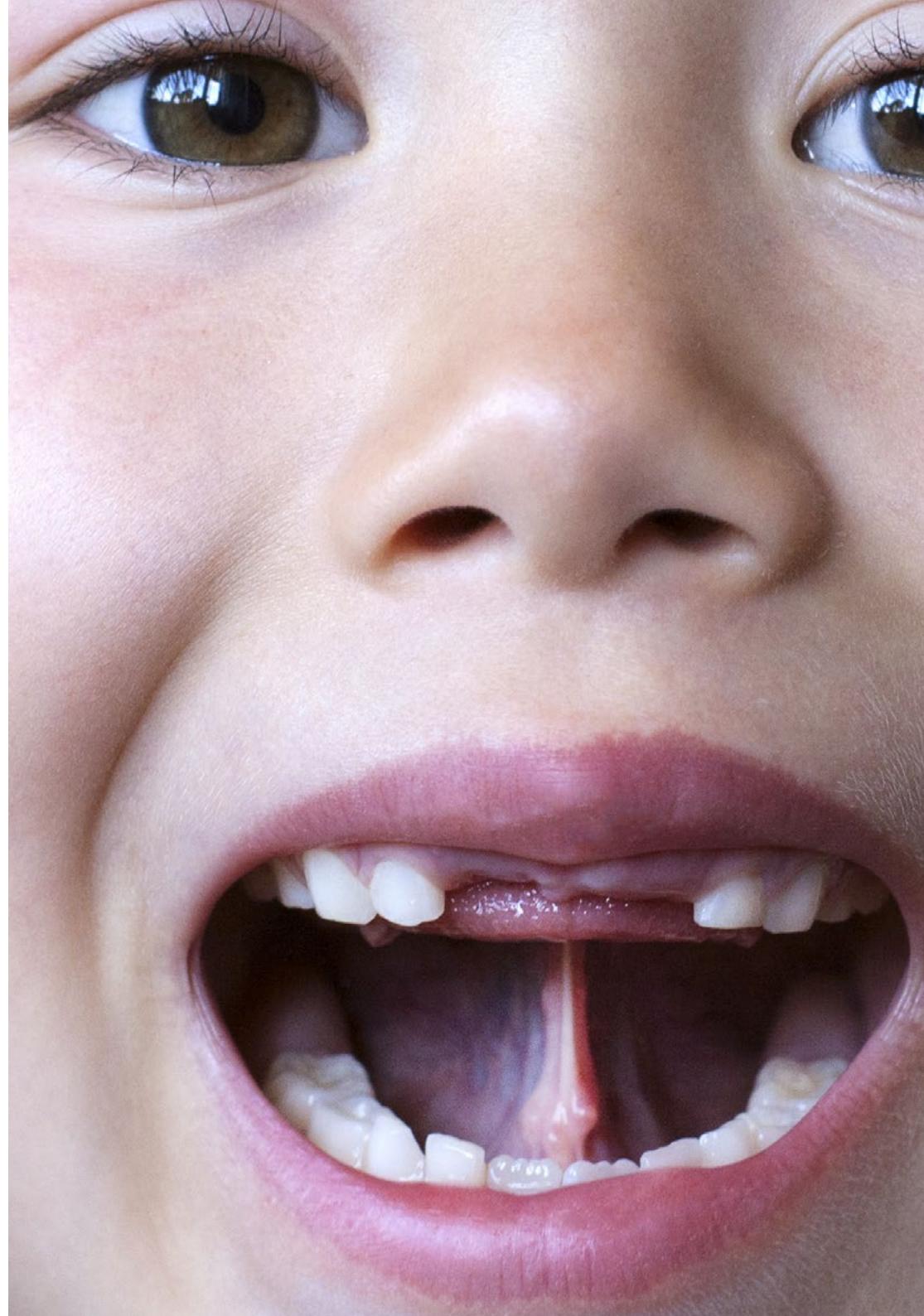
- 3.1. Swallowing. Definition and Anatomy.
  - 3.1.1. Definition of Swallowing.
  - 3.1.2. Anatomy of Swallowing. Structures.
    - 3.1.2.1. Oral Cavity.
    - 3.1.2.2. Pharynx.
    - 3.1.2.3. Laringe.
    - 3.1.2.4. Oesophagus
  - 3.1.3. Anatomy of Swallowing. Neurological Control.
    - 3.1.3.1. Central Nervous System.
    - 3.1.3.2. Cranial Nerves.
    - 3.1.3.3. Autonomic Nervous System.
- 3.2. Swallowing. The Swallowing Process.
  - 3.2.1. Swallowing Phases.
    - 3.2.1.1. Preoral Phase.
    - 3.2.1.2. Oral Phase.
      - 3.2.1.2.1. Oral Preparatory Phase.
      - 3.2.1.2.2. Oral Transport Phase.
    - 3.2.1.3. Pharyngeal Phase.
    - 3.2.1.4. Esophageal Phase.
  - 3.2.2. Valve System.
  - 3.2.3. Biomechanics of Swallowing.
    - 3.2.3.1. Swallowing of Liquids.
    - 3.2.3.2. Semi-solid Swallowing.
    - 3.2.3.3. Swallowing of Solids. Chewing.
  - 3.2.4. Breathing-deglutition Coordination.





- 3.3. Introduction to Dysphagia.
  - 3.3.1. Definition.
  - 3.3.2. Etiology and Prevalence.
    - 3.3.2.1. Functional Causes.
    - 3.3.2.2. Organic Causes.
  - 3.3.3. Classification.
    - 3.3.3.1. Types of Dysphagia.
    - 3.3.3.2. Severity of Dysphagia.
  - 3.3.4. Differentiation of Structural Dysphagia versus Neurogenic Dysphagia.
  - 3.3.5. Signs and Symptoms of Dysphagia.
  - 3.3.6. Safety and Efficiency Concepts.
    - 3.3.6.1. Security Complications
    - 3.3.6.2. Efficacy Complications.
  - 3.3.7. Dysphagia in Brain Injury.
  - 3.3.8. Dysphagia in the Elderly.
- 3.4. Medical Assessment of Dysphagia.
  - 3.4.1. Medical Anamnesis.
  - 3.4.2. Assessment and Screening Scales.
    - 3.4.2.1. EAT-10.
    - 3.4.2.2. MECV-V. Volume-viscosity Clinical Examination Method.
      - 3.4.2.2.1. How to Perform the MECV-V?
      - 3.4.2.2.2. Useful Tips When Applying the MECV-V.
  - 3.4.3. Instrumental Tests.
    - 3.4.3.1. Fibroendoscopy (FEES).
    - 3.4.3.2. Videofluoroscopy (VFD).
    - 3.4.3.3. Fibroendoscopy Vs. Videofluoroscopy.
    - 3.4.3.4. Pharyngoesophageal Manometry.
  - 3.5. Speech Therapy Assessment of Dysphagia.
    - 3.5.1. Anamnesis
    - 3.5.2. General Patient Assessment.
      - 3.5.2.1. Physical Examination
      - 3.5.2.2. Cognitive Exploration.
    - 3.5.3. Clinical Examination of the Patient.
      - 3.5.3.1. Valuation of Structures.

- 3.5.3.2. Exploration of Oral Motor and Sensitivity.
- 3.5.3.3. Assessment of Cranial Nerves.
- 3.5.3.4. Assessment of Reflexes.
- 3.5.3.5. Exploration of Swallowing by Phases (Without Bolus).
- 3.5.3.6. Use of Auscultation and Sound Assessment.
- 3.5.3.7. Respiratory and Phonation Assessment.
- 3.5.4. Assessment in the Patient with Tracheostomy.
- 3.5.5. Severity and Quality of Life Scales.
- 3.6. Assessment of Nutritional Status.
  - 3.6.1. Importance of Nutrition.
  - 3.6.2. Screening Scales in Nutrition.
    - 3.6.2.1. Malnutrition Universal Screening Tool (MUST).
    - 3.6.2.2. Mini Nutritional Assessment (MNA).
    - 3.6.2.3. Nutritional Risk Screening 2002 (NRS 2002).
  - 3.6.3. Nutritional Assessment
  - 3.6.4. Malnutrition.
  - 3.6.5. Dehydration.
  - 3.6.6. Nutritional Supplements.
  - 3.6.7. Alternatives to Oral Feeding.
    - 3.6.7.1. Enteral Nutrition.
      - 3.6.7.1.1. Naso/orenteral Tube Nutrition.
      - 3.6.7.1.2. Gastrostomy Nutrition.
      - 3.6.7.1.3. Comparison of the Kinds of Enteral Nutrition.
    - 3.6.7.2. Parenteral Nutrition.
- 3.7. Dysphagia Rehabilitation with Compensatory Techniques.
  - 3.7.1. Rehabilitation Treatment Objectives.
  - 3.7.2. Postural Techniques
  - 3.7.3. Consistency Modifications.
  - 3.7.4. Modification of the Volume and Speed of Intake.
  - 3.7.5. Perceptual Modification of the Food.
  - 3.7.6. New Textures.
  - 3.7.7. Adaptation of Utensils for Ingestion.
  - 3.7.8. Guidelines to the Patient and Family.
    - 3.7.8.1. Adaptation of the Environment.



- 3.7.8.2. Drug Administration.
- 3.7.8.3. Oral Hygiene.
- 3.8. Rehabilitation of Dysphagia with Rehabilitation Techniques I.
  - 3.8.1. Inclusion/exclusion Criteria for Inclusion/exclusion to Treatment with Rehabilitative Techniques.
  - 3.8.2. Swallowing Maneuvers.
  - 3.8.3. Techniques to Exercise the Muscles Involved in Swallowing.
    - 3.8.3.1. Orofacial Myofunctional Therapy.
      - 3.8.3.1.1. Soft Tissue Manipulation.
      - 3.8.3.1.2. Sensory Enhancement Techniques.
      - 3.8.3.1.3. Specific Exercises for:
        - 3.8.3.1.3.1. Tongue.
        - 3.8.3.1.3.2. Lips/buccinators.
        - 3.8.3.1.3.3. Masticatory Muscles.
        - 3.8.3.1.3.4. Palate Veil.
    - 3.8.3.2. Techniques to Stimulate the Swallowing Reflex.
    - 3.8.3.3. Bolus Propulsion Exercises.
    - 3.8.3.4. Exercises for Laryngeal Elevation (Hyoid Excursion).
    - 3.8.3.5. Exercises to Improve Glottic Closure.
  - 3.9. Rehabilitation of Dysphagia with Rehabilitation Techniques II.
    - 3.9.1. Treatment of Dysphagia Based on Symptomatology.
    - 3.9.2. Breathing Treatment.
    - 3.9.3. Positioning:
    - 3.9.4. Diet Implementation.
    - 3.9.5. Use of Botulinum Toxin.
    - 3.9.6. Neuromuscular Taping.
      - 3.9.6.1. Rigid Bandages.
      - 3.9.6.2. Flexible Bandages.
    - 3.9.7. Electrotherapy in Swallowing.
    - 3.9.8. New Technologies.
  - 3.10. Content to Help the Speech Therapist who Intervenes in Dysphagia.
    - 3.10.1. CPR in Feeding.
    - 3.10.2. Food Rheology.
    - 3.10.3. Extra Information on Each of the Topics Studied.

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*A unique, key, and decisive postgraduate course experience to boost your professional development”*

05

# Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: **Re-learning**.

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



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*Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Nursing School we use the Case Method

In a given clinical situation, what would you do? Throughout the program, you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

*With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvás, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the real conditions in professional nursing practice.

“

*Did you know that this method was developed in 1912 at Harvard for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method ”*

The effectiveness of the method is justified by four fundamental achievements:

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
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 university program.

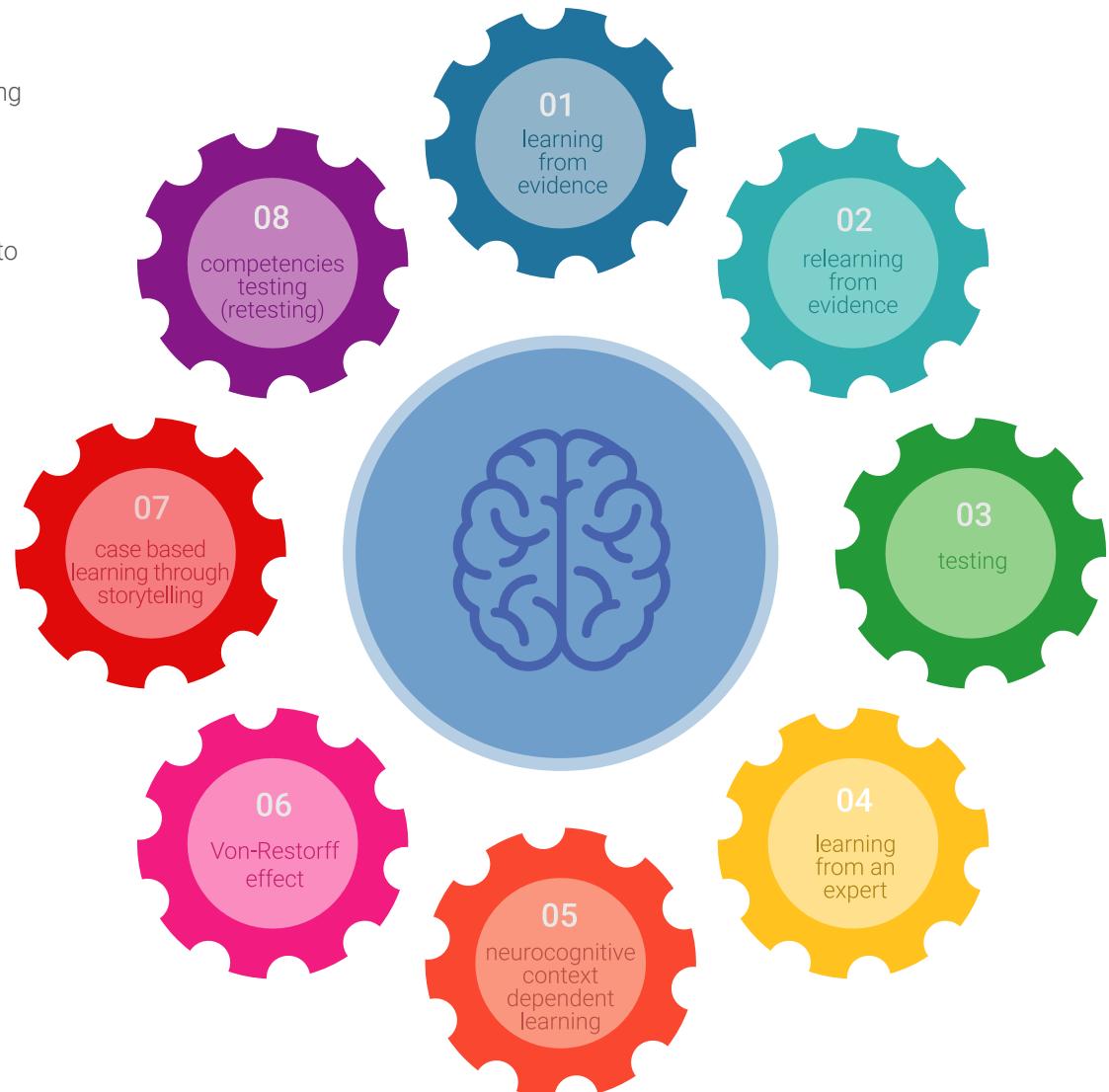


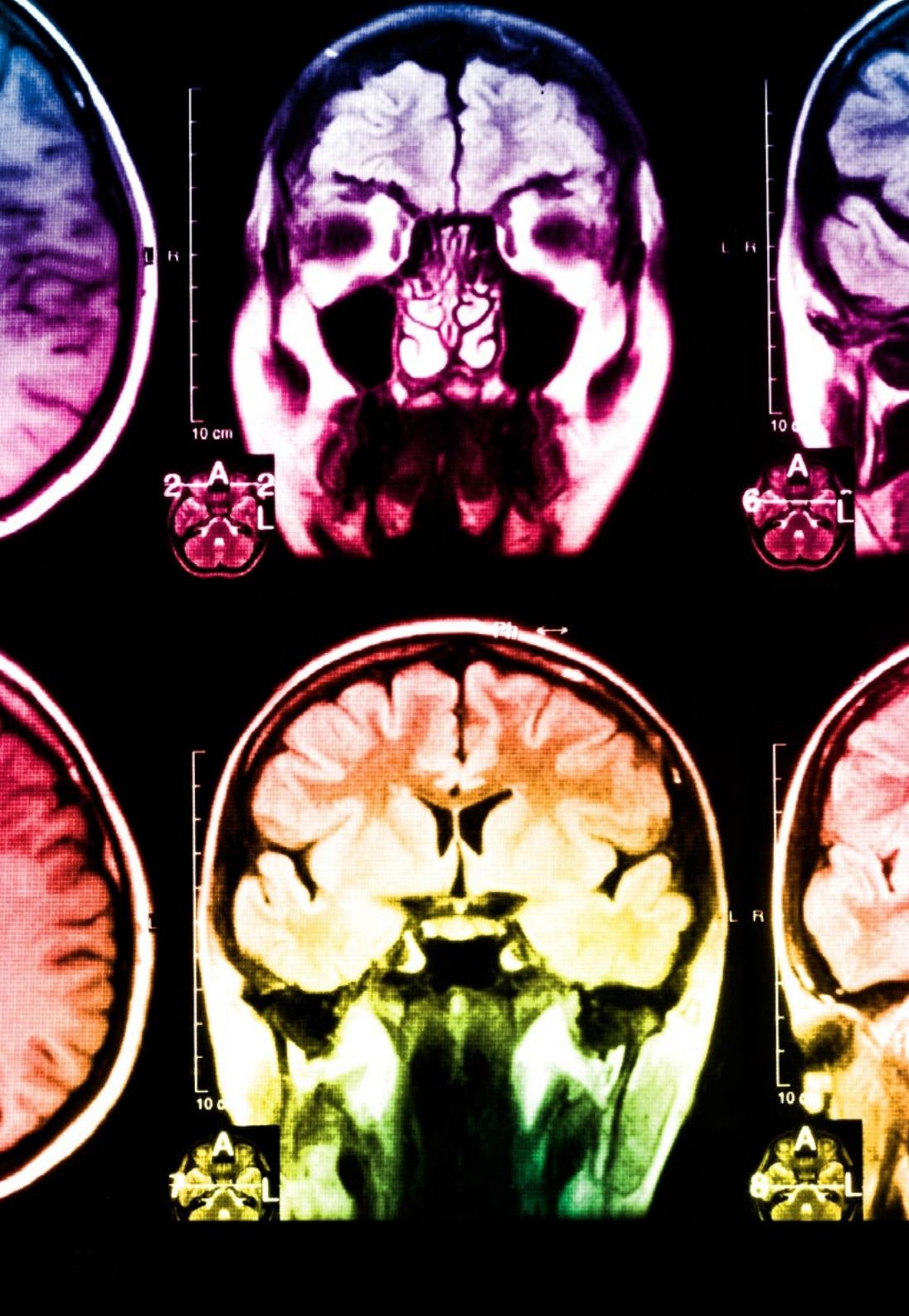
## Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our University is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

*The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*





At the forefront of world teaching, the Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success, in all specialties regardless of from the workload. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Re-learning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (we learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

In this Postgraduate Diploma you will have access to the best educational materials, prepared for you:



#### Study Material

After a complex production process, we transform the best content into high-quality educational and audiovisual multimedia. We select the best syllabus and make it available to you. Everything you need to acquire in-depth knowledge of a discipline, from A to Z. Lessons written and chosen by specialists in each of the disciplines.



#### Video Education Techniques and Procedures

We introduce you to the latest techniques, with the latest educational advances, and at the forefront of education. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



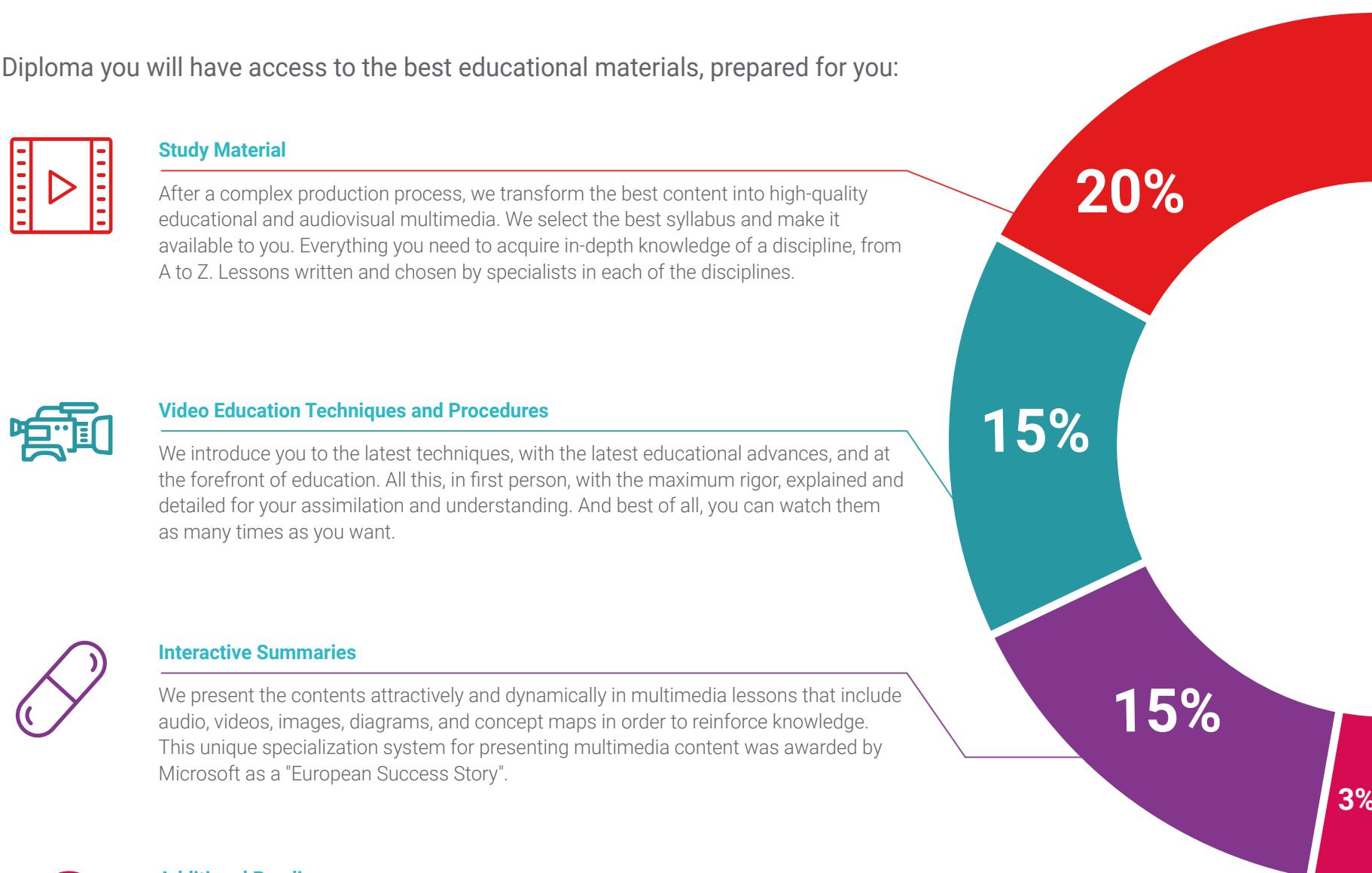
#### Interactive Summaries

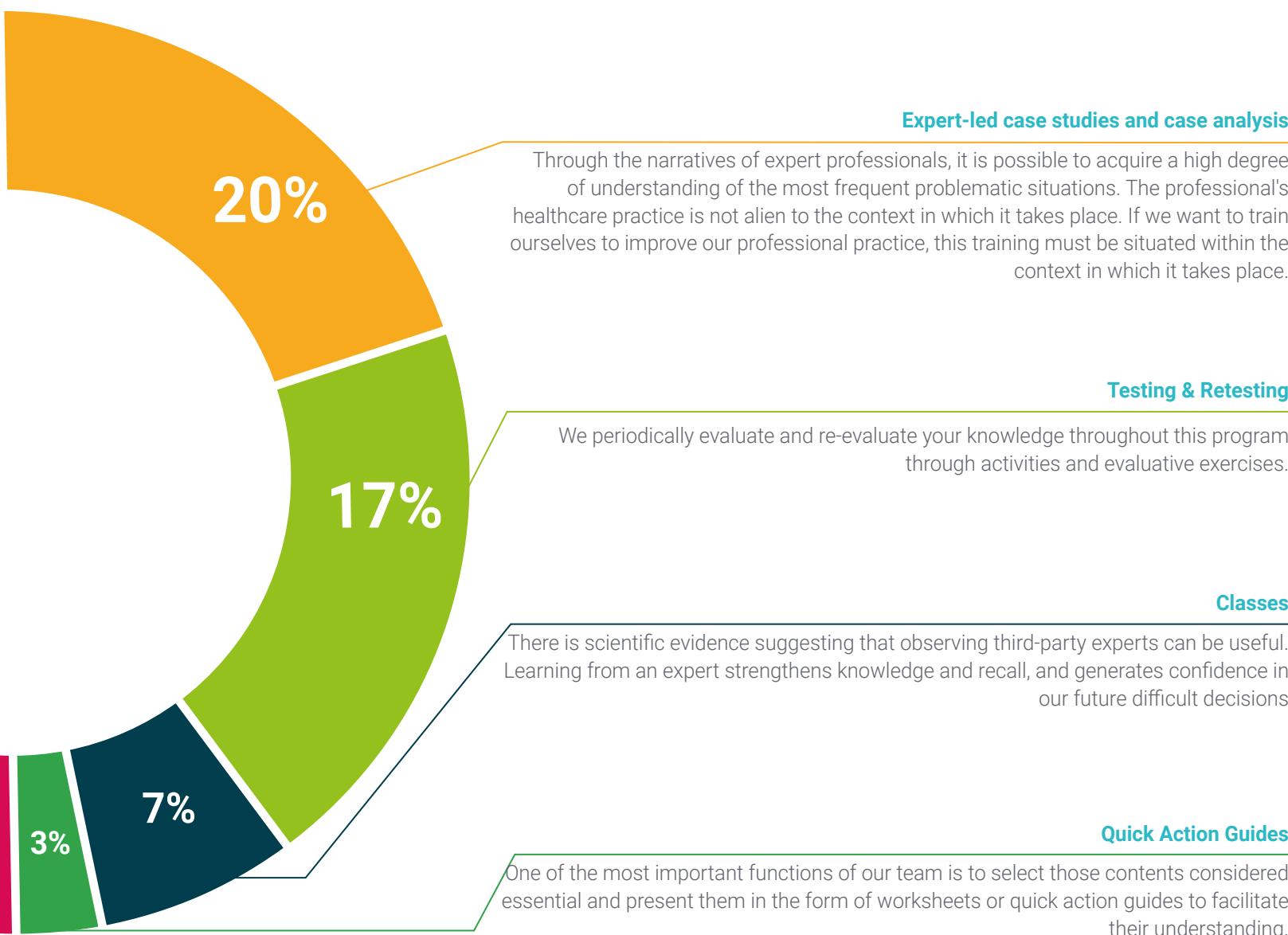
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge. This unique specialization system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

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





06

# Certificate

The Postgraduate Diploma in Dysphagia and Voice Rehabilitation for Nurses guarantees you, in addition to the most rigorous and up to date specialization, access to a Postgraduate Diploma issued by TECH - Technological University.



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*Successfully complete this specialization and receive your certificate without the hassle of travel or paperwork "*

This Postgraduate Diploma in Dysphagia and Voice Rehabilitation for Nurses contains the most complete and up to date scientific program on the market.

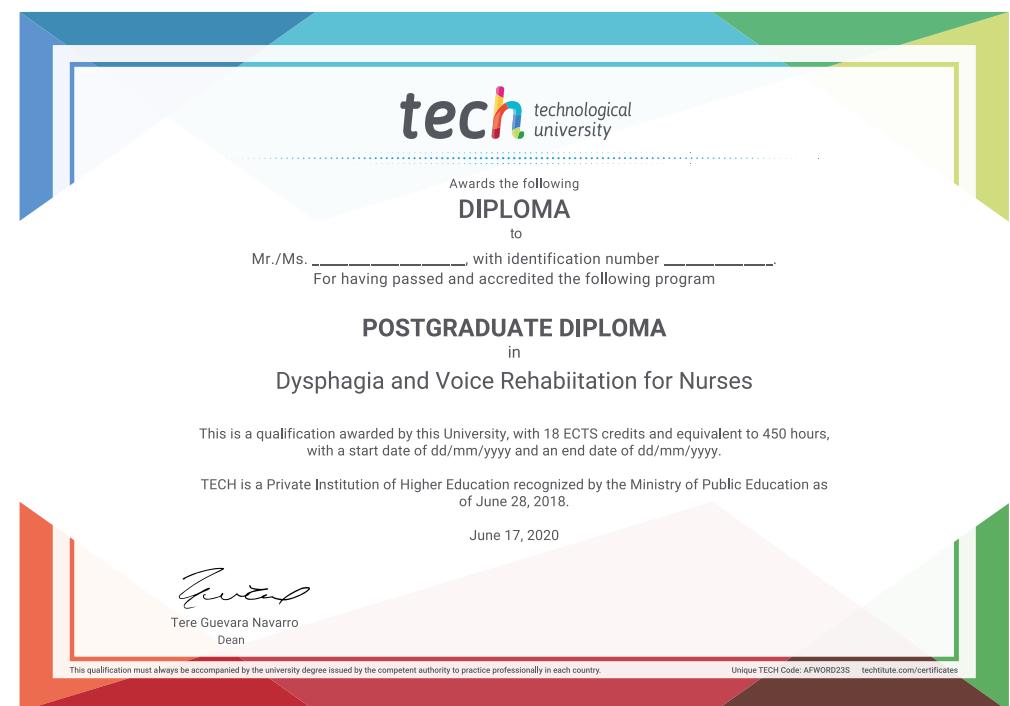
Once the student has passed the evaluation, they will receive their corresponding Postgraduate Diploma issued by TECH - Technological University via tracked delivery.

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

Title: **Postgraduate Diploma in Dysphagia and Voice Rehabilitation for Nurses**

ECTS: **18**

Official Number of Hours: **450 hours.**





## Postgraduate Diploma Dysphagia and Voice Rehabilitation for Nurses

Course Modality: Online  
Duration: 6 months.  
Certificate: TECH - Technological University  
18 ECTS Credits  
Teaching Hours: 150 hours.

# Postgraduate Diploma

## Dysphagia and Voice Rehabilitation for Nurses

