

Postgraduate Diploma Neuropsychological Intervention





Postgraduate Diploma Neuropsychological Intervention

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

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-neuropsychological-intervention

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01

Introduction

The development of learning capabilities, in all its aspects, in relation to the physiology of the brain, is one of the branches of knowledge that has undergone the greatest evolution in recent times. These, applied to the performance in the field of education, have determined a new way of work and intervention. With this course we offer you a total immersion in this area of current affairs.





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Developmental neuropsychology is presented for the professional, as the door to a new model of intervention and work in the classroom: join with the greatest competitiveness to this way of working"

The work in neuropsychology is complex. It covers a broad spectrum of intervention that requires the professional to have very specific training in the various branches of brain development. This discipline, deeply linked to neurology and the physiological study of the brain, is affected by the changes that the evolution of knowledge in this scientific branch achieves. For professionals, this means an intense challenge of continuous updating that allows them to be at the forefront in terms of approach, intervention and monitoring of the cases that may arise in their practice

Throughout this specialization, the student will go through all the current approaches in the work of the neuropsychologist in the different challenges that his/her profession presents. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level

This challenge is one of TECH's social commitments: to help highly qualified professionals to specialize and develop their personal, social and work skills during the course of their training

Not only does it lead through the theoretical knowledge offered, but it also shows another way of studying and learning, more organic, simple and efficient. We will work to keep you motivated and to develop in you a passion for learning. We will encourage you to think and develop critical thinking

“*A program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way*”

This **Postgraduate Diploma in Neuropsychological Intervention** contains the most complete and up-to-date program the market. The most important features include:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Complementary documentation banks permanently available, even after the course

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Dyslexia, dyscalculia, TDH, etc., knows all aspects of therapeutic intervention in the educational context"

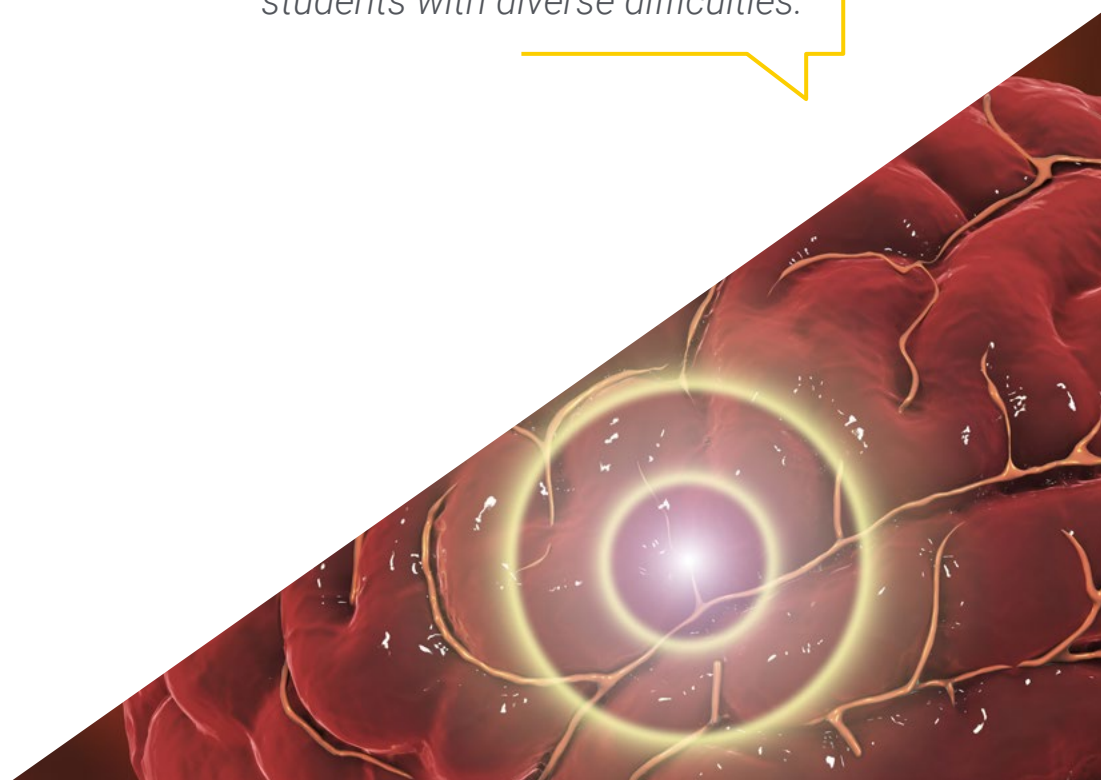
Our teaching staff is made up of working professionals. In this way we ensure that we deliver the educational update we are aiming for. A multidisciplinary team of qualified and experienced physicians in different settings, who will develop the theoretical knowledge in an efficient manner, but, above all, will bring to the course the practical knowledge derived from their own experience: one of the differential qualities of this Postgraduate Diploma

This mastery of the subject matter is complemented by the effectiveness of the methodological design of this Postgraduate Diploma. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of easy-to-use and versatile multimedia tools that will give you the necessary skills you need for your specialization

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, we will use telepractice: with the help of an innovative interactive video system, and Learning from an Expert you will be able to acquire the knowledge as if you were facing the scenario you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way

The development of the most advanced intervention programs in a high-intensity specialization.

An intensive approach to the different ways of promoting the learning of students with diverse difficulties.



02 Objectives

Our objective is to prepare highly qualified professionals for the working world. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that, in just six months, you will be able to achieve with a highly intensive and precise course.



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*If your goal is to improve in your profession
and acquire a qualification that will enable you
to compete with the best, then look no further:
Welcome to TECH”*



General Objectives

- ♦ Qualify professionals for the practice of neuropsychology in education in the development of children and young people
- ♦ Learn how to carry out specific programs to improve school performance
- ♦ Access the forms and processes of research in neuropsychology in the school environment
- ♦ Increase the capacity for work and autonomous resolution of learning processes
- ♦ Study the attention to diversity from the neuropsychological approach.
- ♦ Learn about the different ways to implement enrichment systems for learning methodologies in the classroom, especially aimed at diverse students
- ♦ Analyze and integrate the knowledge necessary to foster student's school and social development



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





Specific Objectives

Module 1. Developmental Neuropsychology

- ♦ Study the neurobiological basis of development
- ♦ Explore the bases of differential cognitive functioning
- ♦ Develop educational applications of metacognitive regulation and neurobiological markers
- ♦ Learn to make a clinical diagnosis based on the knowledge learnt

Module 2. Dyslexia, Dyscalculia and Hyperactivity

- ♦ Incorporate the necessary knowledge to detect and intervene in the classroom in cases of dyscalculia, dyslexia and ADHD
- ♦ Understand the incidence of comorbidity in this context.
- ♦ Learn about the possibilities of neurotechnology applied to dyslexia, ADHD and dyscalculia

Module 3. Neurolinguistic Processes, Difficulties and Intervention Programs

- ♦ Develop the neurobiological aspects involved in language development
- ♦ Study the neuropsychological bases of language and the possibilities of language work and development
- ♦ Analysis and knowledge of the processes of language comprehension, sounds and reading comprehension
- ♦ Analysis of language and literacy disorders
- ♦ Learn how to assess, diagnose and correct language difficulties

03

Course Management

For our Postgraduate Diploma to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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Our teachers are professionals with vast experience who bring their expertise and teaching skills to offer you a stimulating and creative program”

Management



Ms. Sánchez Padrón, Nuria Ester

- ♦ Degree in Psychology from the University of La Laguna
- ♦ Master's Degree in General Health Psychology from the University of La Rioja
- ♦ Training in Emergency Psychological Care
- ♦ Training in Psychological Care in Penitentiary Institutions
- ♦ Teaching and training experience
- ♦ Experience in educational attention to children at risk



04

Structure and Content

The contents of this training have been developed by the different teachers of this program, with a clear purpose: to ensure that our students acquire each and every one of the skills necessary to become true experts in this field.

The content of this program enables you to learn all aspects of the different disciplines involved in this field: A complete and well-structured program that will take you to the highest standards of quality and success.



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Our educational program will guide you steadily and seamlessly through a complete and effective development, where practice will be the driving force behind all learning”

Module 1. Developmental Neuropsychology

- 1.1. Neurobiological Basis of Development
 - 1.1.1. Introduction
 - 1.1.2. Developmental Neurobiology
- 1.2. Differential Cognitive Functioning
 - 1.2.1. Definition
 - 1.2.2. Description
- 1.3. Metacognitive Regulation
 - 1.3.1. Definition
 - 1.3.2. Development and Intervention
- 1.4. Endophenotypes or Neurobiological Markers
 - 1.4.1. Definition
 - 1.4.2. Characteristics and Epistemology
- 1.5. Contributions to Clinical Diagnosis
 - 1.5.1. Applicable Developments
- 1.6. Neuroeducation Applications
 - 1.6.1. Plasticity and Brain Development
 - 1.6.1.1. Critical Periods
 - 1.6.1.2. Sensitive Periods
 - 1.6.2. Brain Learning Models
 - 1.6.3. Cognitive Processing and Learning
 - 1.6.3.1. Perception
 - 1.6.3.2. Attention
 - 1.6.3.3. Operative Memory
 - 1.6.3.4. Reasoning
 - 1.6.3.5. Language and Brain
 - 1.6.3.6. Bilingualism and Brain Development
 - 1.6.3.7. Neurolinguistic Programming NLP
 - 1.6.3.8. Literacy
 - 1.6.4. Maturation of the Prefrontal Cortex
 - 1.6.5. Psychomotor Skills
 - 1.6.6. Emotions and Learning



Module 2. Dyslexia, Dyscalculia and Hyperactivity

- 2.1. Conceptualization of Dyslexia
 - 2.1.1. Introduction
 - 2.1.2. Definition
 - 2.1.3. Neuropsychological Bases
 - 2.1.4. Characteristics
 - 2.1.5. Subtypes
 - 2.1.6. Summary
 - 2.1.7. Bibliographic References
- 2.2. Neuropsychological Assessment of Dyslexia
 - 2.2.1. Introduction
 - 2.2.2. Diagnostic Criteria for Dyslexia
 - 2.2.3. How to Evaluate?
 - 2.2.4. Interview with the Tutor
 - 2.2.5. Reading and Writing
 - 2.2.6. Neuropsychological Assessment
 - 2.2.7. Assessment of Other Related Aspects
 - 2.2.8. Summary
 - 2.2.9. Bibliographic References
- 2.3. Neuropsychological Intervention of Dyslexia
 - 2.3.1. Introduction
 - 2.3.2. Variables Involved
 - 2.3.2. Neuropsychological Field
 - 2.3.3. Intervention Programs
 - 2.3.4. Summary
 - 2.3.5. Bibliographic References
- 2.4. Conceptualization of Dyscalculia
 - 2.4.1. Introduction
 - 2.4.2. Definition of Dyscalculia
 - 2.4.3. Characteristics
 - 2.4.4. Neuropsychological Bases
 - 2.4.5. Summary
 - 2.4.6. Bibliographic References
- 2.5. Neuropsychological Assessment of Dyscalculia
 - 2.5.1. Introduction
 - 2.5.2. Objectives of Assessment
 - 2.5.3. How to Evaluate?
 - 2.5.4. Report
 - 2.5.5. Diagnosis
 - 2.5.6. Summary
 - 2.5.7. Bibliographic References
- 2.6. Neuropsychological Interventions of Dyscalculia
 - 2.6.1. Introduction
 - 2.6.2. Variables Involved in the Treatment
 - 2.6.3. Neuropsychological Rehabilitation
 - 2.6.4. Intervention in Dyscalculia
 - 2.6.5. Summary
 - 2.6.6. Bibliographic References
- 2.7. Conceptualization of ADHD
 - 2.7.1. Introduction
 - 2.7.2. ADHD Definition
 - 2.7.3. Neuropsychological Bases
 - 2.7.4. Characteristics of Children with ADHD
 - 2.7.5. Subtypes
 - 2.7.6. Summary
 - 2.7.7. Bibliographic References
- 2.8. Neuropsychological Assessment of ADHD
 - 2.8.1. Introduction
 - 2.8.2. Objectives of Assessment
 - 2.8.3. How to Evaluate?
 - 2.8.4. Report
 - 2.8.5. Diagnosis
 - 2.8.6. Summary
 - 2.8.7. Bibliographic References

- 2.9. Neuropsychological Interventions of ADHD
 - 2.9.1. Introduction
 - 2.9.2. Neuropsychological Field
 - 2.9.3. Treatment of ADHD
 - 2.9.4. Other Therapies
 - 2.9.5. Intervention Programs
 - 2.9.6. Summary
 - 2.9.7. Bibliographic References
- 2.10. Comorbidity in Neurodevelopmental Disorders
 - 2.10.1. Introduction
 - 2.10.2. Neurodevelopmental Disorders
 - 2.10.3. Dyslexia and Dyscalculia
 - 2.10.4. Dyslexia and ADHD
 - 2.10.5. Dyscalculia and ADHD
 - 2.10.6. Summary
 - 2.10.7. Bibliographic References
- 2.11. Neurotechnology
 - 2.11.1. Introduction
 - 2.11.2. Applied to Dyslexia
 - 2.11.3. Applied to Dyscalculia
 - 2.11.4. Applied to ADHD
 - 2.11.5. Summary
 - 2.11.6. Bibliographic References
- 2.12. Guidance for Parents and Teachers
 - 2.12.1. Introduction
 - 2.12.2. Guidance on Dyslexia
 - 2.12.3. Guidance on Dyscalculia
 - 2.12.4. Guidance on ADHD
 - 2.12.5. Summary
 - 2.12.6. Bibliographic References

Module 3. Neurolinguistic Processes, Difficulties and Intervention Programs

- 3.1. Neurobiological Basis Involved in Language
 - 3.1.1. Introduction
 - 3.1.2. Language Definitions
 - 3.1.3. Historical Background
 - 3.1.4. Summary
 - 3.1.5. Bibliographic References
- 3.2. Language Development
 - 3.2.1. Introduction
 - 3.2.2. Appearance of Language
 - 3.2.3. Acquisition of Language
 - 3.2.4. Summary
 - 3.2.5. Bibliographic References
- 3.3. Neuropsychological Approaches to Language
 - 3.3.1. Introduction
 - 3.3.2. Brain Processes of Language
 - 3.3.3. Brain Areas Involved
 - 3.3.4. Neurolinguistic Processes
 - 3.3.5. Brain Centers Involved in Comprehension
 - 3.3.6. Summary
 - 3.3.7. Bibliographic References
- 3.4. Neuropsychology of Language Comprehension
 - 3.4.1. Introduction
 - 3.4.2. Brain Areas Involved in Comprehension
 - 3.4.3. Sounds
 - 3.4.4. Syntactic Structures for Linguistic Comprehension
 - 3.4.5. Semantic Processes and Meaningful Learning
 - 3.4.6. Reading Comprehension
 - 3.4.7. Summary
 - 3.4.8. Bibliographic References

- 3.5. Communication Through Language
 - 3.5.1. Introduction
 - 3.5.2. Language as a Tool for Communication
 - 3.5.3. Evolution of Language
 - 3.5.4. Social Communication
 - 3.5.5. Summary
 - 3.5.6. Bibliographic References
- 3.6. Language Disorders
 - 3.6.1. Introduction
 - 3.6.2. Speech and Language Disorders
 - 3.6.3. Professionals Involved in the Treatment
 - 3.6.4. Classroom Implications
 - 3.6.5. Summary
 - 3.6.6. Bibliographic References
- 3.7. Aphasia
 - 3.7.1. Introduction
 - 3.7.2. Types of Aphasia
 - 3.7.3. Diagnosis
 - 3.7.4. Assessment
 - 3.7.5. Summary
 - 3.7.6. Bibliographic References
- 3.8. Language Stimulation
 - 3.8.1. Introduction
 - 3.8.2. Importance of Language Stimulation
 - 3.8.3. Phonetic-Phonological Stimulation
 - 3.8.4. Lexical-Semantic Stimulation
 - 3.8.5. Morphosyntactic Stimulation
 - 3.8.6. Pragmatic Stimulation
 - 3.8.7. Summary
 - 3.8.8. Bibliographic References
- 3.9. Reading and Writing Disorders
 - 3.9.1. Introduction
 - 3.9.2. Delayed Reading
 - 3.9.3. Dyslexia
 - 3.9.4. Dysorthographia
 - 3.9.5. Dysgraphia
 - 3.9.6. Dyslalia
 - 3.9.7. Treatment of Reading and Writing Disorders
 - 3.9.8. Summary
 - 3.9.9. Bibliographic References
- 3.10. Evaluation and Diagnosis of Language Difficulties
 - 3.10.1. Introduction
 - 3.10.2. Language Assessment
 - 3.10.3. Language Assessment Procedures
 - 3.10.4. Psychological Tests for Assessing Language
 - 3.10.5. Summary
 - 3.10.6. Bibliographic References
- 3.11. Intervention in Language Disorders
 - 3.11.1. Introduction
 - 3.11.2. Implementation of Improvement Programs
 - 3.11.3. Improvement Programs
 - 3.11.4. Improvement Programs Using New Technologies
 - 3.11.5. Summary
 - 3.11.6. Bibliographic References
- 3.12. Incidence of Language Difficulties on Academic Performance
 - 3.12.1. Introduction
 - 3.12.2. Linguistic Processes
 - 3.12.3. Incidence of Language Disorders
 - 3.12.4. Relationship Between Hearing and Language
 - 3.12.5. Summary
 - 3.12.6. Bibliographic References
- 3.13. Guidance for Parents and Teachers
 - 3.13.1. Introduction
 - 3.13.2. Language Stimulation
 - 3.13.3. Reading Stimulation
 - 3.13.4. Summary
 - 3.13.5. Bibliographic References

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, 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.



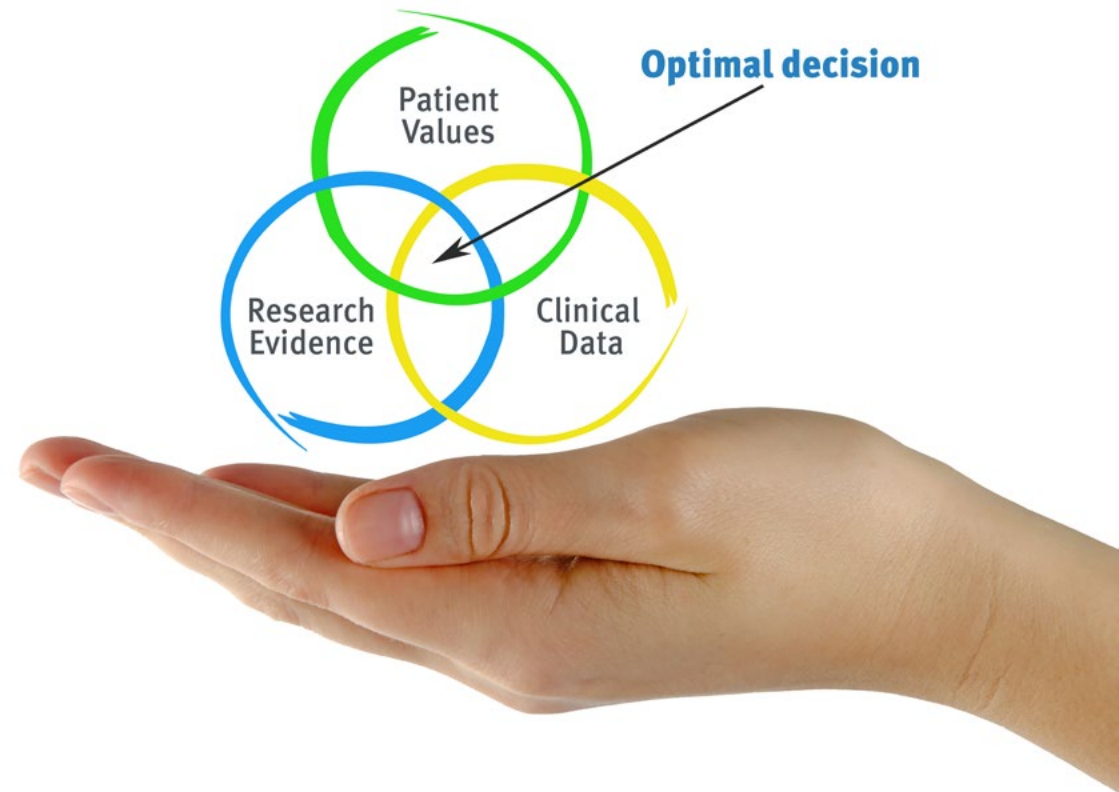
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, 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, trying to recreate the real conditions in the psychologist's professional practice.

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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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

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 is a real revolution compared to the simple study and analysis of cases.

The psychologist 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 Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

In our program, learning is not a linear process, but rather a spiral (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.



This program offers the best educational material, prepared with professionals in mind:



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.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

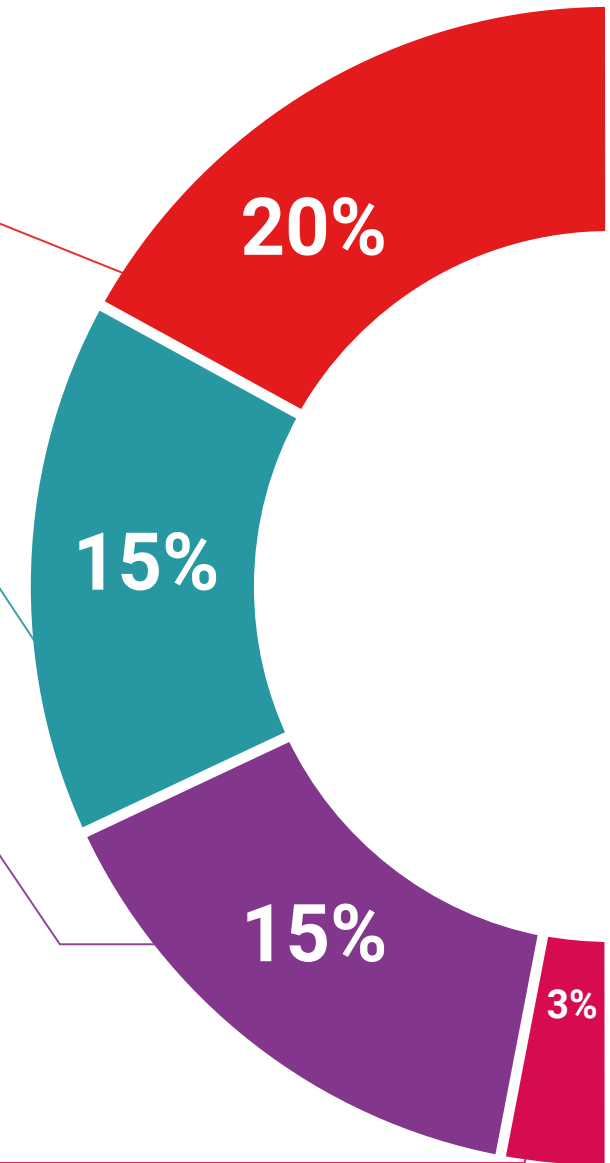
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

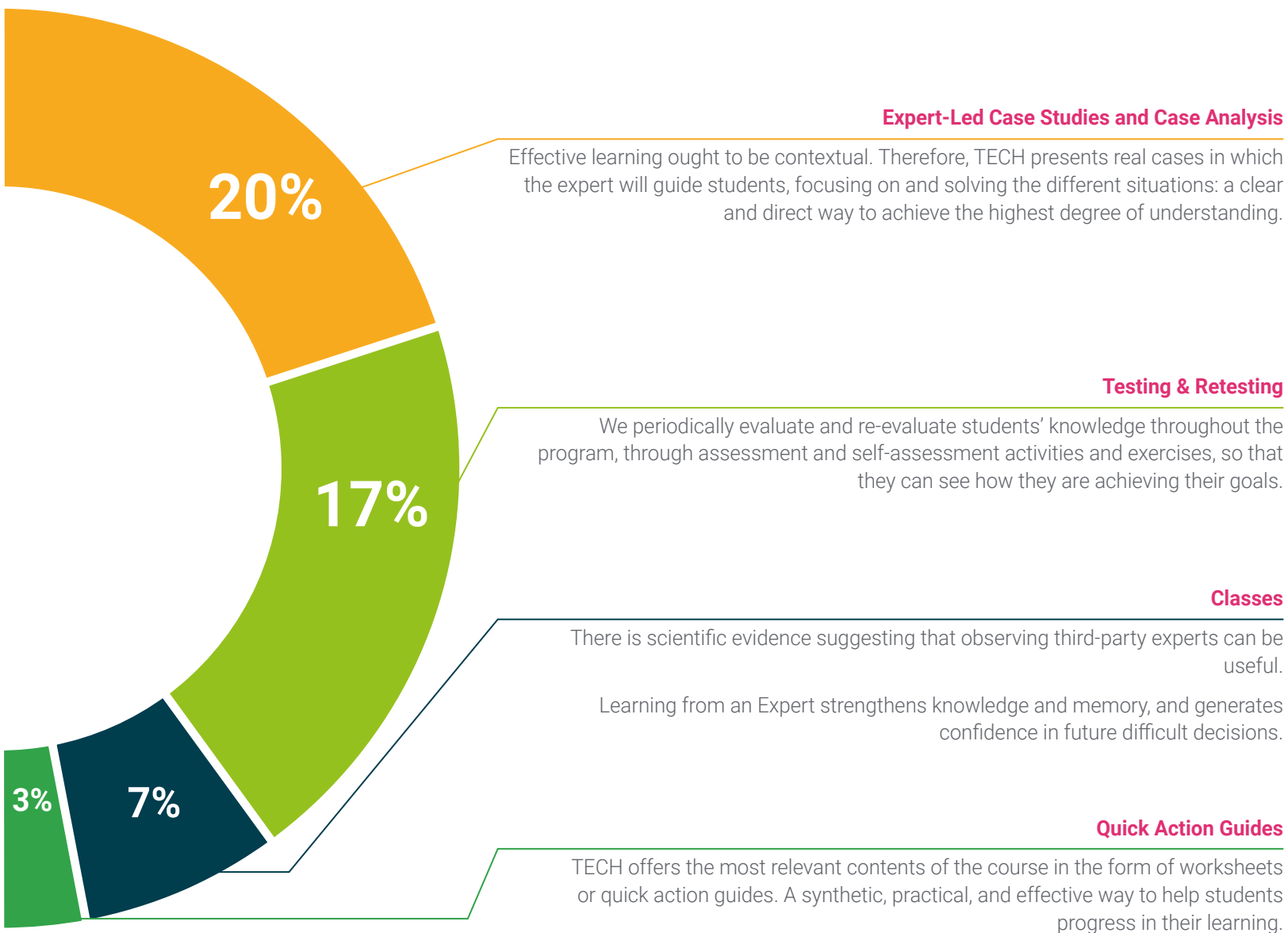
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





06 Certificate

This Postgraduate Diploma in Neuropsychological Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.



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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 Diploma in Neuropsychological Intervention** endorsed by **TECH Global University**, the world's largest online university.

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

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

Title: **Postgraduate Diploma in Neuropsychological Intervention**

Modality: **online**

Duration: **6 months**

Accreditation: **18 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 language
virtual classroom



Postgraduate Diploma Neuropsychological Intervention

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

Postgraduate Diploma

Neuropsychological Intervention

