

# Hybrid Professional Master's Degree

## Psychological Intervention in Learning Disabilities



## Hybrid Professional Master's Degree

### Psychological Intervention in Learning Disabilities

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.

Website: [www.techitute.com/pk/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-psychological-intervention-learning-disabilities](http://www.techitute.com/pk/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-psychological-intervention-learning-disabilities)

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# 01

# Introduction

Psychological intervention is an excellent tool for identifying learning disabilities in young children and addressing them before they develop into long-term difficulties. In recent years, its techniques have been perfected to ensure greater therapeutic effectiveness, forcing the psychologist to be familiar with them and know how to apply them to ensure the welfare of their patients. That is why TECH has created this degree, which will enable the student to identify the up-to-date assessment strategies and approach to these disorders, in order to be at the forefront of Psychology. Moreover, it will do so through the combination of an excellent theoretical teaching and an intensive internship of 3 weeks in a prestigious clinical center.



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*Become proficient, thanks to this Hybrid Professional Master's Degree, in the latest techniques to assess and treat disorders such as Dyslexia or ADHD, in order to maximize the patient's wellbeing and educational development”*



Learning disabilities can have a significant impact on children's academic performance, self-esteem and quality of life. Therefore, it is essential to address them effectively in order to maximize their potential, preserve their mental health and promote their academic success. In this line, psychological intervention is an excellent ally to detect these problems, manage them properly and help young people to overcome the barriers and obstacles that limit their educational development. For this reason, psychologists specialized and up-to-date in this field are increasingly needed both by schools and by the families themselves to promote children's learning.

In response to this situation, TECH has opted to create this program, which will provide students with the most advanced knowledge and skills in the field of Psychological Intervention in Learning Disabilities, boosting their professional development in this area. During 12 intensive months of theoretical teaching, you will learn the leading tests to assess LD or techniques to address disorders such as Dyslexia, ADHD or Dyscalculia from a psychological perspective. In addition, you will learn how to prepare psycho-pedagogical reports and how to collaborate with multidisciplinary health teams.

The theoretical phase of this Hybrid Professional Master's Degree is developed through an innovative pedagogical methodology called *Relearning*, which favors teaching based on the student's own learning rhythms. In addition, it has the flexibility of being a 100% online program, which allows professionals to organize educational resources according to their needs and availability.

Upon completion of the program, the student will enjoy a 3-week internship in a prestigious clinical center. Integrated in an excellent multidisciplinary work team, you will have the opportunity to transfer all the theoretical knowledge acquired in the program to a completely real work environment. In this way, you will increase your competences and position yourself as a psychologist of reference in the approach to learning disabilities.

This **Hybrid Professional Master's Degree in Psychological Intervention in Learning Disabilities** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ More than 100 practical cases presented by specialists in Psychology
- ♦ The graphic, schematic and practical contents with which they are conceived, gather essential information on those disciplines that are essential for professional practice
- ♦ Proficiency in cutting edge methods of assessment of learning disabilities
- ♦ Management in leading methods of Intervention of learning disabilities
- ♦ Collaboration with multidisciplinary teams to ensure the well-being of patients with learning disabilities
- ♦ All this will be complemented by 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
- ♦ Furthermore, you will be able to carry out an internship in one of the best Companies



*Complete your excellent theoretical education with a 3-week internship in a first class clinical center"*

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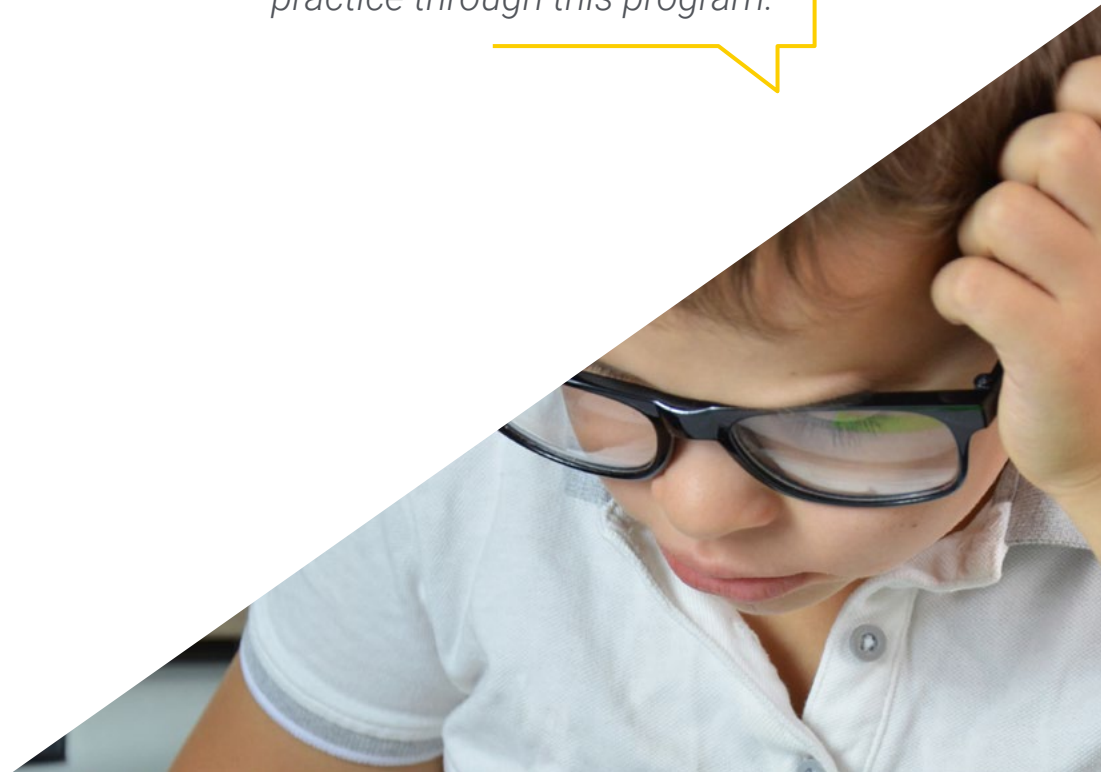
*Enjoy a 100% online theoretical phase that will enable you to learn without the need to leave your home”*

In this Hybrid Professional Master's Degree proposal, of a professionalizing nature and hybrid learning modality, the program is aimed at updating psychology specialists. The contents are based on the latest scientific evidence, and oriented in an educational way to integrate theoretical knowledge into practice, and the theoretical-practical elements will facilitate knowledge update and decision-making in patient management.

Thanks to multimedia content developed with the latest educational technology, psychology professionals will get a situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to prepare professionals for real situations. This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*Put yourself at the forefront of Psychology in just 12 months of theoretical learning and 3 weeks of clinical internships.*

*Incorporate the latest advances in Psychological Intervention in Learning Disabilities into your daily practice through this program.*



02

# Why Study this Hybrid Professional Master's Degree?

In a wide range of professional fields, theoretical knowledge is not enough to achieve significant progress. In the field of Psychology, it is just as important to know the leading strategies of Psychological Intervention in Learning Disabilities as it is to know how to translate them into real clinical praxis. To meet this need, TECH has created this Hybrid Professional Master's Degree, which offers high quality theoretical instruction along with the opportunity to gain practical experience working in a leading-edge hospital for 120 hours.







Why Study this Hybrid Professional | 09  
Master's Degree?

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*TECH is the only educational institution that gives you the opportunity to combine your theoretical update with an internship in a first class hospital”*

### 1. Updating from the Latest Technology Available

The world of Psychology, more specifically the field of Psychological Intervention in Learning Disabilities, has undergone a noticeable evolution in recent years thanks to advances in the methods of evaluation, approach and treatment of these disorders. Motivated by this, TECH has created this Hybrid Professional Master's Degree, which will allow you to learn about these innovations in a theoretical and practical way.

### 2. Gaining In-depth Knowledge from the Experience of Top Specialists

This program has a highly qualified teaching staff that provides support and guidance to students throughout the theoretical period. During the internship phase, students will have the opportunity to be part of an outstanding clinical team and collaborate with experts in the field of Psychology, which will allow them to acquire relevant skills in the field of Psychological Intervention in Learning Disabilities.

### 3. Entering first-class Professional environments

TECH carries out a rigorous selection process of the centers where the internships of this Hybrid Professional Master's Degree are carried out, ensuring that students have the opportunity to access first class hospital environments. Thanks to this, students will be able to integrate into excellent work teams, where they will learn from the experience of highly trained experts in Psychology.



#### 4. Combining the Best Theory with State-of-the-Art Practice

In the educational world, it is common to find programs that are not adequately adapted to the needs of professionals, involving long teaching hours that are difficult to reconcile with personal and work life. With the goal of confronting this problem effectively, TECH has created an innovative learning model, which combines high quality theoretical learning with hands-on practice in leading-edge clinical settings.

#### 5. Expanding the Boundaries of Knowledge

TECH offers students the opportunity to carry out their internships in highly recognized clinical centers. In this way, students will be able to learn from professionals who have extensive experience in dealing with patients with learning disabilities.



*You will have full practical immersion  
at the center of your choice"*



# 03

## Objectives

The Hybrid Professional Master's Degree in Psychological Intervention in Learning Disabilities has been designed with the premise of providing the professional with a complete update in this field. Throughout the course, you will be able to delve into the manifestations of these disorders, the most advanced mechanisms for their evaluation or the leading techniques to undertake their intervention. All your learning will be ensured by the achievement of the general and specific objectives that TECH has outlined for this degree.





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*Through this Hybrid Professional Master's Degree, you will update your knowledge and skills in Psychological Intervention in Learning Disabilities in a theoretical and practical way”*



### General Objective

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- The objective of the Hybrid Professional Master's Degree in Psychological Intervention in Learning Disabilities is to provide students with the most important and up-to-date knowledge and skills in this area. To achieve this, the program combines high quality theoretical teaching with a 3-week internship in a prestigious hospital center. In this last phase, students will be able to apply the acquired knowledge in a real environment, developing useful competences for their professional career



*Develop yourself professionally in the field of Psychology through a program that will provide you with greater security in your daily clinical practice.*





## Specific Objectives

### Module 1. Introduction to Learning Disabilities and Developmental Disorders

- ♦ Delve into the concepts of learning disabilities and developmental disorders
- ♦ Examine the main characteristics and associated disorders of Dyslexia, Dysgraphia and Dysorthography
- ♦ Provide support to guidance teams in education centers, as well as specialized EOEPS

### Module 2. Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources

- ♦ Analyze the different learning theories, with the main authors and studies on the subject
- ♦ Study cognitive learning models, as well as constructivist teaching models
- ♦ Discern the specificities of diversity care and the psycho-educational challenges it raises

### Module 3. Cognitive Development and Processing: Developmental Processes and Executive Thinking Functions Affected in LD

- ♦ Study the concept of memory, as well as its implication in Learning Disabilities
- ♦ Delve into the cognitive and neurofunctional models of numerical processing
- ♦ Study, in-depth, the main neuropsychological and psycholinguistic models in reading and writing

### Module 4. Concept, Characteristics, Assessment and Intervention in Learning Disabilities in Compulsory Education

- ♦ Study Dyslexia, Dyscalculia, Dysgraphia, ADHD, Severe Behavioral Disorders and more possible Learning Disabilities
- ♦ Analyze the characteristics of high abilities and why it is considered a Learning Disability
- ♦ Assess the role of socio-educationally disadvantaged children



### **Module 5. Protocols and Frameworks for the Diagnosis and Evaluation of Learning Disabilities in Formal Education Centers**

- ♦ Outline the evaluation protocols to be followed by formal education centers at different educational levels
- ♦ Examine different standardized assessment tests in reading and writing
- ♦ Analyze assessment protocols in non-formal education, higher education or teaching skills

### **Module 6. Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education**

- ♦ Study the characteristics of speech disorders such as aphasia, dyslalia, dysglossia or dysphonia
- ♦ Diagnose intellectual disability, in conjunction with psycho-educational assessment and classroom intervention
- ♦ Classify psycho-educational intervention guidelines in classrooms with visually and hearing-impaired children

### **Module 7. Differential Diagnosis and Multidisciplinary Approach to LD**

- ♦ Assess Learning Disabilities with respect to visual impairments, motor impairments and intellectual disabilities
- ♦ Understand the areas of psycho-pedagogy in reading, writing and mathematics
- ♦ Distinguish between Learning Disabilities and Specific Learning Disabilities





### **Module 8. Educational Taxonomies, Instructional Design of Psycho-Educational Programs, Psycho-Educational Reports and Universal Design for All**

- ♦ Introduce the creation and writing of pedagogical reports with criteria for intervention proposal selection
- ♦ Assess psycho-educational programs in terms of Learning Disabilities
- ♦ Study individualized educational programs from a theoretical perspective

### **Module 9. Learning Disabilities Intervention**

- ♦ Conceptualize Learning Disabilities intervention, with different levels
- ♦ Develop reading and writing intervention programs
- ♦ Analyze Learning Disabilities in adults and post-compulsory education

### **Module 10. Intervention programs in LD, organization and competencies of educational guidance services in Spain**

- ♦ Study the ethical and deontological aspects in the issuance of multidisciplinary psycho-pedagogical reports
- ♦ Analyze the school psychologist's competencies
- ♦ Understand the role of the school psychologist in the educational future

# 04 Skills

Once students have completed the evaluations of the Hybrid Professional Master's Degree, they will have obtained the essential competences to provide leading-edge care to people with Learning Disabilities. With this, they will be able to excel in this field and adequately care for the Mental Health of their patients.



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*Update your competences in Psychological Intervention in Learning Disabilities through this complete program”*





## General Skills

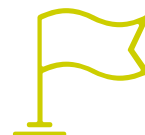
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- ♦ Detect Learning Disabilities in different types of school settings
- ♦ Intervene with appropriate plans adapted to each type of student with LD
- ♦ Develop advanced and multidisciplinary intervention protocols to deal with specific cases of LD
- ♦ Manage the tools for analysis, detection and diagnosis of Learning Disabilities in the classroom



*Be able to develop up-to-date intervention programs for young people with attention and perception problems thanks to this Hybrid Professional Master's Degree"*





## Specific Skills

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- ♦ Organize guidance teams in educational centers, both in a specialized manner and by their categorization or available resources
- ♦ Overcome psycho-educational challenges with plans and methodology adapted to each particular case
- ♦ Assess executive functions with memory, attention and perception test kits
- ♦ Address the problems of minors in situations of socio-educational disadvantage by collaborating with the centers involved
- ♦ Establish assessment tests for reading, writing and other cognitive functions based on LDs
- ♦ Diagnose and assess intellectual disability in educational centers
- ♦ Classify Learning Disabilities and Specific Learning Disabilities for correct differentiation
- ♦ Draft psycho-pedagogical reports with a comprehensive design of activities, following current regulations
- ♦ Develop intervention programs in reading and writing, as well as in attention and perception
- ♦ Implement new technologies in the psycho-educational environment

05

# Course Management

With TECH's goal of providing high quality education in all its degrees, this program has a teaching staff integrated by experts with extensive experience in the field of Psychological Intervention in Learning Disabilities. These specialists are in charge of elaborating and designing the didactic materials of this Hybrid Professional Master's Degree, which guarantees that all the knowledge that students will acquire knowledge that will be applicable in their daily work.





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*This degree is designed by the best experts in Psychological Intervention in Learning Disabilities, who will develop the didactic contents of the program”*

## Management



### Ms. Torres García, Cathaysa

- ♦ Psychologist Expert in Education
- ♦ Animator of Children and Youth Reading Workshops in PIALTE
- ♦ Educational psychologist and Early Childhood Education teacher at Centro Infantil Higopico
- ♦ Psychologist at Hamelín Children's Center
- ♦ *Freelance* Educational Psychologist
- ♦ University Teacher
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Master's Degree in Educational Psychology at the University of La Laguna
- ♦ University Specialist in Early Childhood Care at the Antonio de Nebrija University



## Professors

### Ms. Karina López, Ana

- ♦ Expert Psychologist in Health Psychology
- ♦ Psychologist, trainer and facilitator in the field of social participation of the elderly program of the Fundación la Caixa.
- ♦ Clinical psychologist in the field of child and adolescent psychotherapy at the Psychological Office María Auxiliadora.
- ♦ Graduate in Psychology at Arturo Michelena University
- ♦ Master's Degree in General Health Psychology at the University of La Laguna
- ♦ Diploma in Organizational Psychology and Human Resources at the University of Carabobo

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*The psychologists in charge of teaching this degree actively practice to provide you with the most up-to-date content in Psychological Intervention in Learning Disabilities”*



# 06

## Educational Plan

The syllabus of this Hybrid Professional Master's Degree has been created with the objective of providing the student with the most up-to-date knowledge and competencies in the area of Psychological Intervention in Learning Disabilities. Therefore, the educational materials that you will receive during the program are presented in different formats, such as videos, readings and interactive summaries. Because of this, and thanks to the 100% online teaching methodology, you will have the flexibility to adjust your schedule and study methods to your educational and personal preferences in order to optimize your learning.



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*Enjoy a syllabus designed by the best specialists in Psychology, who will update your knowledge in Psychological Intervention in Learning Disabilities”*

## Module 1. Introduction to Learning Disabilities and Developmental Disorders

- 1.1. The Historical Evolution of Learning Disabilities
  - 1.1.1. Historical Background and Emergence of the Concept of Learning Disabilities
  - 1.1.2. Current Conceptualization and LD Considerations as a Diagnostic Category
  - 1.1.3. Areas of Application and Fields of Psychological Intervention in LD Today
- 1.2. Concept of Learning Disabilities and Developmental Disorders, Definition and Classification
  - 1.2.1. Learning Disabilities Concept and Definition as a Diagnostic Category
  - 1.2.2. Developmental Disorder Concept and Definition of Major Disorders
  - 1.2.3. The Relationship between Developmental Disorders and LD Classification
- 1.3. Basic Learning Processes and Distinctive Characteristics of LD Detection Principles
  - 1.3.1. Introduction to the Basic Learning Processes: Memorization, Attention and Perception
  - 1.3.2. Memory: Phases and Memory Types
  - 1.3.3. Attention and Perception: Attention Types
  - 1.3.4. Introduction to Detection and Distinguishing Characteristics of LDs
- 1.4. Developmental and School Characteristics and Milestones in Childhood and Adolescence in Relationship with LD
  - 1.4.1. Childhood Developmental Milestones
  - 1.4.2. Adolescent Developmental Milestones
  - 1.4.3. School Skills to Achieve in Childhood and Adolescence
  - 1.4.4. LD Detection Based on Milestone Detection or Unmet Competency
- 1.5. Dyslexia Concept and Characteristics
  - 1.5.1. Dyslexia Definition
  - 1.5.2. Dyslexia Main Characteristics
  - 1.5.3. Dyslexia and Related Disorders
  - 1.5.4. Research and Scientific Evidence on Dyslexia
- 1.6. Dysgraphia Concept and Characteristics
  - 1.6.1. Dysgraphia Definition
  - 1.6.2. Main Features of Dysgraphia
  - 1.6.3. Dysgraphia and Related Disorders
  - 1.6.4. Research and Scientific Evidence on Dysgraphia
- 1.7. Dysorthography: Concept and Characteristics
  - 1.7.1. Definition of Dysorthography
  - 1.7.2. Main Features of Dysorthography

- 1.7.3. Dysorthography and Related Disorders
- 1.7.4. Research and Scientific Evidence on Dysorthography
- 1.8. Math Learning Disabilities Concept
  - 1.8.1. MLD Definition
  - 1.8.2. Main Features of Math Learning Disabilities (MLD)
  - 1.8.3. MLD and Related Disorders
  - 1.8.4. Research and Scientific Evidence on MLD
  - 1.8.5. Classroom Detection and Initial Actions
  - 1.8.6. LD Prevention Programs in the Educational Setting
- 1.9. Introduction to Learning Disabilities in the Formal Education System
  - 1.9.1. Guidance Teams in Educational Centers: Organization and Operation
  - 1.9.2. Specialized EOEPS Guidance Teams. Organization and Operation
  - 1.9.3. LD Attention According to Categorization: Available Resources from Educational Centers

## Module 2. Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources

- 2.1. Historical Framework and Learning Theory Development
  - 2.1.1. Learning Theory History and Evolution
  - 2.1.2. First Approaches
  - 2.1.3. Current Understanding of Learning Disabilities
- 2.2. Introduction to Learning Theories and Main Authors
  - 2.2.1. Global Concepts of Learning and Types of Learning
    - 2.2.1.1. Discovery Learning
    - 2.2.1.2. Trial and Error Learning
    - 2.2.1.3. Innovative Learning
    - 2.2.1.4. Latent Learning
    - 2.2.1.5. Reader Learning
    - 2.2.1.6. Learning Maintenance
    - 2.2.1.7. Social Learning
    - 2.2.1.8. Vicarious Learning
    - 2.2.1.9. Continuous-Vertical Learning
    - 2.2.1.10. Significant Learning





- 2.2.2. Main Authors
  - 2.2.2.1. Pavlov. Conditioned Learning
  - 2.2.2.2. Piaget. Cognitive Development Stages
  - 2.2.2.3. Brunner. Scaffolding Theory
  - 2.2.2.4. Ausubel. Significant Learning Theory
  - 2.2.2.5. Bandura. Social Learning Theory
  - 2.2.2.6. Gagné's Learning Theory
- 2.3. Behavioral Teaching Models
  - 2.3.1. Pavlov and Watson's Classical Model
  - 2.3.2. Skinner's Radical Model
  - 2.3.3. Tolman's Intentional Model
  - 2.3.4. Hull's Deductive Model
- 2.4. Cognitive Learning Models I
  - 2.4.1. Brunner. Scaffolding Theory Discovery Learning
  - 2.4.2. Ausubel. Significant Learning Theory. Expository Teaching Method
  - 2.4.3. Gagné's Instructional Hierarchy Model
- 2.5. Cognitive Learning Models II
  - 2.5.1. Introduction to the Sociocultural Approach to Learning
  - 2.5.2. Relationship between Language and Mind
  - 2.5.3. Vygotsky's Sociocultural Theory of Cognitive Development
  - 2.5.4. Proximal Development Zone Concept
  - 2.5.5. Information Processing Theory (Gestalt, Multichannel Learning)
  - 2.5.6. Social Cognitive Perspective (Tolman, Bandura)
- 2.6. Constructivist Teaching Models
  - 2.6.1. Piaget and Vygotsky
  - 2.6.2. Other Constructivist Models (Social Environment, Thinking and Language, Action Theory)
  - 2.6.3. Constructivist Instructional Design Theories

- 2.7. Connectivism Teaching Model
  - 2.7.1. Connectivism Principles
  - 2.7.2. Learning Network
  - 2.7.3. Pedagogical Proposals
  - 2.7.4. Instructional Design According to Connectivism
- 2.8. Emotional Learning and Personalized Teaching (Cognitive-Emotional and Humanistic Approaches)
  - 2.8.1. Historical Review and Relevant Authors
  - 2.8.2. Emotional Intelligence and its Impact on Learning
  - 2.8.3. Personalized and Customized Education
  - 2.8.4. Personalized Education: Techniques and Resources
  - 2.8.5. Personalized Education and ICT Challenges
- 2.9. Experiential Learning
  - 2.9.1. Experiential Learning Concept
  - 2.9.2. Experiential Learning Implications for Learning
  - 2.9.3. Techniques and Resources from an Experiential Learning Perspective
  - 2.9.4. Practices Based on Experiential Learning. Case Descriptions
- 2.10. Psycho-Educational Challenges and Diversity Attention
  - 2.10.1. Diversity Attention at School
  - 2.10.2. Diversity Attention in Specialized Centers
  - 2.10.3. Psycho-Educational Challenges in Students with Curricular Adaptations in the Classroom
  - 2.10.4. Psycho-Educational Challenges Towards Universal Educational Design. Diversity and Social Integration

### Module 3. Cognitive Development and Processing: Developmental Processes and Executive Thinking Functions Affected in LD

- 3.1. Processing and Learning Theory
  - 3.1.1. What is the Processing Theory Based on?
  - 3.1.2. Main Learning Authors and Implications
  - 3.1.3. How is Processing Theory Applied in the Psycho-Educational Field?

- 3.2. Memory Implications for LD
  - 3.2.1. Memory Concept and Types
  - 3.2.2. Coding Processes and Models
  - 3.2.3. Storage and Retrieval Processes
  - 3.2.4. The Influence of Memory on Learning
  - 3.2.5. Memory and Learning Research
  - 3.2.6. Executive Functioning and Interdependence with Attention and Perceptual Processes
- 3.3. Attention and LDs
  - 3.3.1. Attention Concept and Types
  - 3.3.2. Attention Processes and Models
  - 3.3.3. The Influence of Attention on Learning
  - 3.3.4. Attention and Learning Research
  - 3.3.5. Attentional Executive Functioning and Interdependence with Other Executive Agents
- 3.4. Perception and LDs
  - 3.4.1. Perception Concept and Types
  - 3.4.2. Perceptual Processes and Models
  - 3.4.3. The Influence of Perception on Learning
  - 3.4.4. Perception and Learning Research
  - 3.4.5. Perceptual Executive Functioning and Interdependence with Other Executive Agents
- 3.5. General Intelligence Assessment and Testing
  - 3.5.1. Why is it Important to Assess General Intelligence?
  - 3.5.2. Main General Intelligence Models
  - 3.5.3. What Exactly Do Intelligence Tests Measure and What Are They Useful for in the Educational Setting?
  - 3.5.4. Main Standardized Tests for Intelligence Scales in Education
- 3.6. Neuropsychological and Psycholinguistic Models in Literacy
  - 3.6.1. Neuropsychological Literacy Theories
  - 3.6.2. Psycholinguistic Literacy Theories
  - 3.6.3. Reading Acquisition Developmental Model
  - 3.6.4. Writing Acquisition Developmental Model
  - 3.6.5. Access to the Lexicon: Visual and Phonological Route Models
  - 3.6.6. Semantic and Syntactic Processing: Reading Comprehension
  - 3.6.7. Lexical, Perceptual and Visual Access Disabilities and Associated Disorders

- 3.7. Neuropsychological and Numerical Processing Models in MLD
  - 3.7.1. Numerical Processing and Calculation Principles
  - 3.7.2. Cognitive and Neurofunctional Model of Numerical Processing
  - 3.7.3. Acalculia, Dyscalculia and Other Related LD: ADHD, Dyslexia
  - 3.7.4. Case Study Research and Description in MLD
- 3.8. Assessment and Standardized Tests for Executive Functions
  - 3.8.1. Introduction to Standardized Tests of Executive Processes. Why is it Important to Measure Executive Functions?
  - 3.8.2. Main Standardized Tests of Executive Functions in the Educational Setting
  - 3.8.3. Memory Assessment Kits
  - 3.8.4. Attention and Perception Assessment Kits
  - 3.8.5. Evaluating and Diagnosing Recommendations Based on Standardized Tests

#### **Module 4. Concept, Characteristics, Assessment and Intervention in Learning Disabilities in Compulsory Education**

- 4.1. Learning Disabilities Categories and Classification
  - 4.1.1. Learning Disabilities (LD) Definition and Concept
  - 4.1.2. Specific Learning Disabilities (SLD) Definition and Concept
  - 4.1.3. Special Educational Needs (SEN) Definition and Concept
  - 4.1.4. Specific Educational Support Needs (SESN) Definition and Concept
  - 4.1.5. Legal Framework and Diagnostic Categories Included and Excluded from State Support for SESN in Spain
- 4.2. Dyslexia
  - 4.2.1. Concept
  - 4.2.2. Features
  - 4.2.3. Evaluation. Difference between Reading Delay and Dyslexia
  - 4.2.4. Dyslexia Intervention in Schools
  - 4.2.5. Dyslexia and ADHD

- 4.3. Dyscalculia
  - 4.3.1. Concept
  - 4.3.2. Features
  - 4.3.3. Assessment
  - 4.3.4. Dyslexia Intervention in Schools
  - 4.3.5. Dyscalculia and ADHD
- 4.4. Dysgraphia
  - 4.4.1. Concept
  - 4.4.2. Features
  - 4.4.3. Assessment
  - 4.4.4. Dysgraphia Intervention in Schools
  - 4.4.5. Dysgraphia and ICT
- 4.5. ADHD
  - 4.5.1. Concept
  - 4.5.2. Features
  - 4.5.3. Assessment
  - 4.5.4. ADHD Intervention in Schools
  - 4.5.5. ADHD and ICT
- 4.6. Severe Behavioral Disorder
  - 4.6.1. Concept
  - 4.6.2. Etiology
  - 4.6.3. Assessment
  - 4.6.4. Behavioral Disorder Intervention in Schools
  - 4.6.5. Severe Behavioral Disorder and Associated Disorders
- 4.7. Visual and Hearing Impairment
  - 4.7.1. Visual Impairment Concept
  - 4.7.2. Visual Impairment Assessment in Educational Psychology
  - 4.7.3. Visual Impairment Intervention in Schools
  - 4.7.4. Hearing Impairment Concept
  - 4.7.5. Hearing Impairment Assessment in Educational Psychology
  - 4.7.6. Hearing Impairment Intervention in Schools
  - 4.7.7. ICT Disability



- 4.8. Motor Disability
  - 4.8.1. Concept
  - 4.8.2. Features
  - 4.8.3. Evaluation in Educational Centers: Specific Center Collaboration
  - 4.8.4. Motor Impairment Intervention in Schools
- 4.9. High Abilities
  - 4.9.1. Concept
  - 4.9.2. Main Characteristics. Why is it Considered a LD?
  - 4.9.3. Evaluation in Educational Centers: Specific Center Collaboration
  - 4.9.4. High Ability Intervention in Schools. Specific Programs in Educational Centers
- 4.10. SCSH and Minors in a Socio-Educationally Disadvantaged Situation
  - 4.10.1. SCSH Concept
  - 4.10.2. Evaluation in Educational Centers: Specific Center Collaboration
  - 4.10.3. Intervention in Children with Special Requirements in their School History
  - 4.10.4. Socio-Educational Disadvantages and LDs
  - 4.10.5. Evaluation in Educational Centers: Specific Center Collaboration
  - 4.10.6. Visual Impairment Intervention in Schools

## Module 5. Protocols and Frameworks for the Diagnosis and Evaluation of Learning Disabilities in Formal Education Centers

- 5.1. Concept, Evolution and Diagnostic Criteria Early SESN Detection Legal Framework in Spain
  - 5.1.1. Diagnostic Criteria Concept and Evolution of LD
  - 5.1.2. Early Detection and Action Frameworks
  - 5.1.3. LD Evaluation in Formal Education Centers
- 5.2. Evaluation Protocols in Formal Education Centers
  - 5.2.1. Action Protocols for Early Childhood and Primary Schools
  - 5.2.2. Protocol in Elementary School, Middle School, and High School
  - 5.2.3. What About SESN at the Post-Compulsory Levels of Education?
- 5.3. Professional Practice Legislation for Learning Disabilities
  - 5.3.1. Legal Framework in Spain
  - 5.3.2. Other Related Legislation Specific Regulations

- 5.4. Cognitive Functions and their Subprocesses
  - 5.4.1. Main Cognitive Functions to be Assessed in LD
  - 5.4.2. Reading and its Subprocesses
  - 5.4.3. Writing and its Subprocesses
  - 5.4.4. Attention and Perception and their Subprocesses
- 5.5. Standardized Reading Tests
  - 5.5.1. Global Reading
  - 5.5.2. Reading Comprehension
  - 5.5.3. Reading Research
- 5.6. Standardized Writing Tests
  - 5.6.1. Access Routes to Lexicon
  - 5.6.2. Writing Composition
  - 5.6.3. Writing Research
- 5.7. Standardized Attention and Perception Tests
  - 5.7.1. Types of Tasks that Assess Each Attention Aspect: Sustained Attention, Divided Attention, Selective Attention
  - 5.7.2. Global Attention Evaluation Tests
  - 5.7.3. Attention Research
- 5.8. Standardized Memory Tests
  - 5.8.1. Working Memory
  - 5.8.2. Other Types of Memory
  - 5.8.3. Memory Research
- 5.9. Basic Competency Assessment Tools for Elementary Education
  - 5.9.1. Test Kits for the First and Second Cycle of Elementary Education
  - 5.9.2. Competency Assessment Tools for Other Educational Levels
  - 5.9.3. Research Framework for Basic Skill Testing
- 5.10. Complementary Evaluation Protocols in the Educational Field
  - 5.10.1. Non-Formal Education Evaluation
  - 5.10.2. Competency Assessment in Higher Education
  - 5.10.3. Evaluation of Teaching Skills

## Module 6. Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education

- 6.1. Introduction to Developmental Disorders
  - 6.1.1. What is a Developmental Disorder?
  - 6.1.2. Developmental Disorders in the DSM-5
  - 6.1.3. Learning Disabilities that May Occur in Relation to Developmental Disorders
- 6.2. Communication and Language Disorders
  - 6.2.1. Communication and Language Disorder Concept
  - 6.2.2. Specific Language Disorder (SLD)
  - 6.2.3. Assessment and Intervention of Simple Language Delay
  - 6.2.4. Educational Context Intervention
- 6.3. Concept, Assessment and Speech Disorder Intervention
  - 6.3.1. Aphasia
  - 6.3.2. Dyslalia
  - 6.3.3. Dysglossia
  - 6.3.4. Dysarthria
  - 6.3.5. Dysphemia
  - 6.3.6. Dysphonia
- 6.4. Autism Spectrum Disorders
  - 6.4.1. Autism Spectrum Disorders: Diagnosis and Assessment
  - 6.4.2. Family Intervention in ASD
  - 6.4.3. Psychological and Educational Intervention in ASD
- 6.5. Pervasive Developmental Disorders (PDD)
  - 6.5.1. Pervasive Developmental Disorders: Diagnosis and Classification
  - 6.5.2. PDD Evaluation
  - 6.5.3. PDD Intervention, Techniques and Programs
- 6.6. Attention Deficit Disorder, Dissocial Disorder and Oppositional Defiant Disorder
  - 6.6.1. ADHD. Concept and Evaluation
  - 6.6.2. Dissocial Disorder: Concept and Assessment
  - 6.6.3. Oppositional Defiant Disorder: Concept and Assessment
  - 6.6.4. General Guidelines for Classroom Educational Intervention

- 6.7. Concept, Evolution and Historical Concept of Intellectual Disability
  - 6.7.1. The Concept of Disability
  - 6.7.2. Historical Evolution of Disability
  - 6.7.3. Intellectual Disability and its Classification
  - 6.7.4. Developmental Characteristics of Children with Intellectual Disabilities
  - 6.7.5. Guidelines for Psycho-Educational Intervention in the Classroom
- 6.8. Diagnosis and Evaluation of Intellectual Disability in Educational Institutions
  - 6.8.1. Intellectual Disability Diagnosis
  - 6.8.2. Psycho-Educational Assessment and Classroom Intervention
- 6.9. Concept, Classification and Detection of Visual and Hearing Impairment in the Educational Environment
  - 6.9.1. Visual Impairment Concept and Types
  - 6.9.2. Most Frequent Visual Diagnoses in Educational Centers
  - 6.9.3. Visual Impairment Detection in Educational Centers
  - 6.9.4. Guidelines for Psycho-Educational Classroom Intervention with Children with Visual and Hearing Impairment. Reading The Braille System Spanish Sign Language (LSE)
- 6.10. Concept, Classification and Intervention Guidelines for Children with Motor Disabilities
  - 6.10.1. Motor Disability Concept and Types
  - 6.10.2. Motor Diagnosis
  - 6.10.3. Guidelines for Psycho-Educational Classroom Intervention with Children with Visual and Hearing Impairments

## Module 7. Differential Diagnosis and Multidisciplinary Approach to LD

- 7.1. LD and Language
  - 7.1.1. Language-Associated LD Diagnosis
  - 7.1.2. Comorbidity with other Disorders
  - 7.1.3. Differentiating LD and Language Factors
  - 7.1.4. Multidisciplinary Intervention in Language Disorders
- 7.2. LD and ADHD
  - 7.2.1. Neurological Basis in ADHD and Learning Disabilities
  - 7.2.2. Differential Diagnosis and Comorbidity
  - 7.2.3. Multidisciplinary Intervention in LD and ADHD

- 7.3. LD and Visual Impairment
  - 7.3.1. LD and Visual Impairment Educational Needs Due to Visual Impairment
  - 7.3.2. Integration Factors and Agents
  - 7.3.3. Multidisciplinary Intervention
- 7.4. LD and Motor Disability
  - 7.4.1. LD Diagnosis Associated with Motor Disability
  - 7.4.2. Specific Adaptations for Students with LD and Motor Disability
  - 7.4.3. Multidisciplinary Intervention in LD and Motor Disability
- 7.5. LD and Intellectual Disability
  - 7.5.1. LD Conceptualization and Intellectual Disability
    - 7.5.1.1. Differential Diagnosis of Intellectual Disability
    - 7.5.1.2. Multidisciplinary Intervention in LD and Intellectual Disability
- 7.6. LD and Psychological Disorders
  - 7.6.1. Learning Disabilities and Socio-Affective Disorders
    - 7.6.1.1. Learning Disabilities and Sociocultural Disorders
    - 7.6.1.2. Learning Disabilities and Behavioral Disorders
- 7.7. Hospitalization and Learning Disabilities
  - 7.7.1. Learning and Hospitalization
  - 7.7.2. Psycho-Educational Care in the Hospital Context
  - 7.7.3. Therapeutic Intervention in the Hospital Context
- 7.8. Multidisciplinary Approach: LD and Psychopedagogy
  - 7.8.1. Psychopedagogical Approaches to LD
  - 7.8.2. Psychopedagogical Intervention in Reading LD
  - 7.8.3. Psychopedagogical Intervention in Writing LD
  - 7.8.4. Psychopedagogical Intervention in Math LD
- 7.9. Multidisciplinary Approach: LD and School
  - 7.9.1. Educational Reinforcement and Learning Disabilities
  - 7.9.2. Hearing and Language Field Intervention
  - 7.9.3. Therapeutic Pedagogy Intervention
- 7.10. Distinction between Learning Disabilities (LD) and Specific Learning Disabilities (SpLD)
  - 7.10.1. Conceptualization and Differentiation between LD and SpLD
  - 7.10.2. LD and SpLD Classification
  - 7.10.3. LD and SpLD Multidisciplinary Intervention

## Module 8. Educational Taxonomies, Instructional Design of Psycho-Educational Programs, Psycho-Educational Reports and Universal Design for All

- 8.1. The Teaching-Learning Environment
  - 8.1.1. Learning Environment, Agents and Model Definition
  - 8.1.2. Instructional Design Concept
  - 8.1.3. Instructional Procedure Definition
- 8.2. Instructional Design Phases
  - 8.2.1. Instructional Design Types
  - 8.2.2. Instructional Design Phases
  - 8.2.3. Instructional Design in the Online Environment
- 8.3. Instructional Functions
  - 8.3.1. Proper Instructional Functions
  - 8.3.2. Instrumental Functions
  - 8.3.3. Special Functions
- 8.4. Efficiency-Based Educational Taxonomies
  - 8.4.1. Goal Theory Value in School Efficiency and Achievement
  - 8.4.2. Bloom's Taxonomy
  - 8.4.3. Gagné's and Briggs' Taxonomy
  - 8.4.4. Component Manifestation Theory
- 8.5. Inclusive Education Principles and Specific Classroom Special Needs Detection
  - 8.5.1. Inclusive Education and its Principles
  - 8.5.2. Inclusive Education and Attention to Diversity
  - 8.5.3. Practical Examples of Inclusive Education and Universal Design
- 8.6. Introduction to Psychopedagogical Report Creation and Drafting
  - 8.6.1. Concept: Psychopedagogical Design
  - 8.6.2. Intervention Proposal Selection Criteria
  - 8.6.3. Activity Development Recommendations
  - 8.6.4. OLPPD Regulations and Current Psychopedagogical Reports
- 8.7. What is Curricular Adaptation? Curricular Adaptation Proposals and Design
  - 8.7.1. Curricular Adaptation and Psychoeducational Reports
  - 8.7.2. Curricular Adaptation Types in Compulsory Education Schools
  - 8.7.3. Curricular Adaptation Design

- 8.8. Current Trends in Educational Psychology and LDs
  - 8.8.1. Assessment and Intervention in LD Today
  - 8.8.2. Specific Collaboration and Social Association Centers: Social Support Networks
  - 8.8.3. New Technology and LDs
- 8.9. Psycho-Educational Program Design, Methodology and Evaluation
  - 8.9.1. Psycho-Educational Program: Concept and Design
  - 8.9.2. Program Results Evaluation
  - 8.9.3. Key Psycho-Educational Programs in Learning Disabilities
- 8.10. Individualized Educational Program
  - 8.10.1. Theoretical Conceptualization
  - 8.10.2. Parts of an IEP
  - 8.10.3. IEP Development and Evaluation

## Module 9. Learning Disabilities Intervention

- 9.1. Conceptualisation: LD Intervention
  - 9.1.1. Cognitive-Behavioral Intervention
  - 9.1.2. Intervention from a Systemic Approach
  - 9.1.3. LD Intervention Levels
- 9.2. Early LD Intervention and Attention
  - 9.2.1. Early LD Intervention Models
  - 9.2.2. LD Prevention
  - 9.2.3. Early LD Attention
- 9.3. LD care in schools and multidisciplinary teams and in non-formal socio-educational centers and in non-formal socio-educational centers
  - 9.3.1. Attention Process to LD in Schools
  - 9.3.2. Educational Agents in LD care
  - 9.3.3. Intervention in Non-Formal Psycho-Educational Centers
- 9.4. Reading Intervention Program Development
  - 9.4.1. Conceptualization
  - 9.4.2. Intervention Program Design
  - 9.4.3. Intervention Program Examples

- 9.5. Writing Intervention Program Development
  - 9.5.1. Conceptualization
  - 9.5.2. Intervention Program Design
  - 9.5.3. Intervention Program Examples
- 9.6. Intervention Program Development in Attention and Perception
  - 9.6.1. Conceptualization
  - 9.6.2. Intervention Program Design
  - 9.6.3. Intervention Program Examples
- 9.7. Memory Intervention Program Development
  - 9.7.1. Conceptualization
  - 9.7.2. Intervention Program Design
  - 9.7.3. Intervention Program Examples
- 9.8. Intervention Program Development with Technological Resources
  - 9.8.1. Technological Resources and Psycho-Educational Intervention
  - 9.8.2. LD and Technology Resources
  - 9.8.3. Available Resources Examples
- 9.9. LD in Adult and Post-Compulsory Education
  - 9.9.1. LD Assessment and Diagnostics in Adults
  - 9.9.2. LD Intervention Programs for Adults
  - 9.9.3. LD Diagnosis and Intervention in Post-Compulsory Education

## Module 10. Intervention programs in LD, organization and competencies of educational guidance services in Spain

- 10.1. Types of LD Intervention Programs According to the Target Population I
  - 10.1.1. Individual Programs
  - 10.1.2. Group Programs
  - 10.1.3. Peer-to-Peer Classroom Programs
  - 10.1.4. Small Group Programs



- 10.2. Types of LD Intervention Programs According to the Target Population II
  - 10.2.1. Specific Programs in a Single Field
  - 10.2.2. Programs with Transversal Competencies for Life
  - 10.2.3. Cultural Integration Programs
  - 10.2.4. Intellectual Enrichment Programs
- 10.3. Preparation and Types of Educational Reports
  - 10.3.1. Types of Educational Reports in the Educational Center
  - 10.3.2. Preparation of an Individual Educational Program
  - 10.3.3. Writing Individual Educational Programs (IEPs)
- 10.4. Ethical and Deontological Aspects in the Issuance of Multidisciplinary Psychopedagogical Reports
  - 10.4.1. The Professional College of Psychology
  - 10.4.2. Ethics in School Counseling Services
  - 10.4.3. The Deontological Criteria of School Psychologists
- 10.5. Organization and Competencies of Educational Guidance Services in Spain
  - 10.5.1. What is a Special Education Center? Characterization and Operation
  - 10.5.2. Educational Psychologists in Special Education Centers
  - 10.5.3. Special Education Centers and Educational Guidance Services
- 10.6. Control and Monitoring Elements of the Different Psycho-Educational Agents in the Spanish Education System
  - 10.6.1. Educational guidance teams
  - 10.6.2. Guidance Equipment in Special Education Centers
  - 10.6.3. Guidance Teams in Elementary and Secondary Education
  - 10.6.4. Educational Inspection





- 10.7. Field of Action and Professional Profile of Educational Psychologists
  - 10.7.1. Historical Framework of Psychologist's Profile in Education
  - 10.7.2. Field of Action of Educational Psychologists
- 10.8. The Role of School Psychologists
  - 10.8.1. Main Functions and Competencies of School Counselors
  - 10.8.2. School Psychologist Competencies
  - 10.8.3. Regulation of the School Psychology Specialty in Spain
- 10.9. New Technologies and their Applications in the Psycho-Educational Environment and LDs
  - 10.9.1. Information and Communication Technologies and their Application to Educational Psychologists' Profession
  - 10.9.2. ICTs Applied to LD
  - 10.9.3. Innovative Proposals for Psycho-Educational Assessment and Intervention
- 10.10. Professional Future in the Psycho-Educational Field of School Psychologists
  - 10.10.1. Horizon 2030, Progress Proposals in the Psycho-Educational Field
  - 10.10.2. Educational Innovation in the Psycho-Educational Field
  - 10.10.3. Job Opportunities for Educational Psychologists in the Near Future



*This degree gives you the opportunity to learn in convenient formats such as video or interactive summary, in order to optimize and liven up your teaching process"*



07

# Clinical Internship

Once the theoretical phase of the program has been completed, students will be able to carry out an internship in a renowned hospital center. During this period, they will have the support of a tutor who will accompany them throughout the process, answering all their questions and ensuring their optimal learning.



A hand is pointing at a color calibration chart. The chart has several color patches, including a teal one on the left and a yellow one at the bottom. In the background, there is a black leather chair with white stitching. The right side of the image is overlaid with a large white triangle and a magenta triangle.

“

*Carry out your clinical internship in a renowned hospital center, characterized for having the most advanced and modern technologies”*



In the final phase of the Hybrid Professional Master's Degree, students will have the opportunity to carry out an internship for three consecutive weeks, from Monday to Friday, in a first class hospital center. During this period, they will be able to work in a completely real professional environment and put into practice the knowledge acquired throughout the program.

The practical stage focuses on improving and developing essential skills to carry out various processes of Psychological Intervention in Learning Disabilities. Students will be able to perform their duties in a rigorous professional environment, which will enable them to improve their competences and their treatment of patients who experience this type of disorders.

It is, therefore, a unique opportunity to learn through a work experience in a high quality hospital, where the exquisite treatment of patients and the preservation of their mental health are the main objectives pursued.

The practical education will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for the psychology praxis (learning to be and learning to relate).





The procedures described below will be the basis of the practical part of the program, and their implementation will be subject to the center’s own availability and workload, the proposed activities being the following:

| Module                                                                                            | Practical Activity                                                                               |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Action protocols for the diagnosis and assessment of Learning Disabilities in educational centers | Outline the evaluation protocols to be followed by formal education different educational levels |
|                                                                                                   | Perform different assessment tests to detect possible reading and writing disabilities           |
| Assessment and intervention in developmental disorders in Compulsory the stage of Education       | Diagnose cases of intellectual disability                                                        |
|                                                                                                   | Carry out effective interventions in patients with aphasia, Dyslalia or Dysphonia                |
|                                                                                                   | Perform Psychological Intervention with Children with Visual and Hearing Impairments             |
| Differential diagnosis and intervention in Learning Disabilities                                  | Undertake the assessment of different types of learning disabilities                             |
|                                                                                                   | Develop intervention programs for patients with reading and writing disabilities                 |
| Intervention programs in learning disabilities                                                    | Create and write a pedagogical report with criteria for the selection of intervention proposals  |
|                                                                                                   | Carry out the issuance of a multidisciplinary psycho-pedagogical report                          |
|                                                                                                   | Assess psycho-educational programs in terms of Learning Disabilities                             |

## Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.





## General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

**1. TUTOR:** During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

**2. DURATION:** The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

**3. ABSENCE:** If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

**4. CERTIFICATION:** Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

**5. EMPLOYMENT RELATIONSHIP:** the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

**6. PRIOR EDUCATION:** Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

**7. DOES NOT INCLUDE:** The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.



08

# Where Can I Do the Clinical Internship?

TECH offers students an excellent opportunity to complete the internship for this Hybrid Professional Master's Degree. During a period of three weeks, students will have the opportunity to apply their knowledge in a real work environment, working in prestigious hospitals that have the latest equipment. In addition, these centers are distributed in different geographical locations so that students can choose those that best suit their personal needs.







“

*Enhance the updating of your  
theoretical knowledge with an  
internship at a leading hospital”*

The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:



Psychology

### Hospital HM Modelo

Country: Spain  
City: La Coruña

Address: Rúa Virrey Osorio, 30, 15011, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Psychology

### Hospital HM Rosaleda

Country: Spain  
City: La Coruña

Address: Rúa de Santiago León de Caracas, 1, 15701, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Hair Transplantation
- Orthodontics and Dentofacial Orthopedics



Psychology

### Hospital HM La Esperanza

Country: Spain  
City: La Coruña

Address: Av. das Burgas, 2, 15705, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Oncology Nursing
- Clinical Ophthalmology



Psychology

### Hospital HM San Francisco

Country: Spain  
City: León

Address: C. Marqueses de San Isidro, 11, 24004, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Update in Anesthesiology and Resuscitation
- Nursing in the Traumatology Department



Psychology

### Hospital HM Regla

Country: Spain  
City: León

Address: Calle Cardenal Landázuri, 2, 24003, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Update on Psychiatric Treatment in Minor Patients



Psychology

### Hospital HM Montepíncipe

Country: Spain  
City: Madrid

Address: Av. de Montepíncipe, 25, 28660, Boadilla del Monte, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Palliative Care
- Aesthetic Medicine



Psychology

### Hospital HM Torrelodones

Country: Spain  
City: Madrid

Address: Av. Castillo Olivares, s/n, 28250, Torrelodones, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Psychology

### Hospital HM Sanchinarro

Country: Spain  
City: Madrid

Address: Calle de Oña, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care





Psychology

### Policlínico HM Gabinete Velázquez

Country City  
Spain Madrid

Address: C. de Jorge Juan, 19, 1° 28001, 28001, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Clinical Nutrition in Medicine
- Aesthetic Plastic Surgery



Psychology

### Policlínico HM La Paloma

Country City  
Spain Madrid

Address: Calle Hilados, 9, 28850, Torrejón de Ardoz, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Advanced Operating Room Nursing
- Orthodontics and Dentofacial Orthopedics



Psychology

### Policlínico HM Virgen del Val

Country City  
Spain Madrid

Address: Calle de Zaragoza, 6, 28804, Alcalá de Henares, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Diagnosis in Physiotherapy
- Physiotherapy in Early Care



Psychology

### Policlínico HM Rosaleda Lalín

Country City  
Spain Pontevedra

Address: Av. Buenos Aires, 102, 36500, Lalín, Pontevedra

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Advances in Hematology and Hemotherapy
- Neurological Physiotherapy



Psychology

### Policlínico HM Moraleja

Country City  
Spain Madrid

Address: P.º de Alcobendas, 10, 28109, Alcobendas, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Rehabilitation Medicine in Acquired Brain Injury Management



Psychology

### Policlínico HM Sanchinarro

Country City  
Spain Madrid

Address: Av. de Manoteras, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Gynecological Care for Midwives
- Nursing in the Digestive Tract Department



Psychology

### Policlínico HM Imi Toledo

Country City  
Spain Toledo

Address: Av. de Irlanda, 21, 45005, Toledo

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

#### Related internship programs:

- Electrotherapy in Rehabilitation Medicine
- Hair Transplantation



09

# 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.



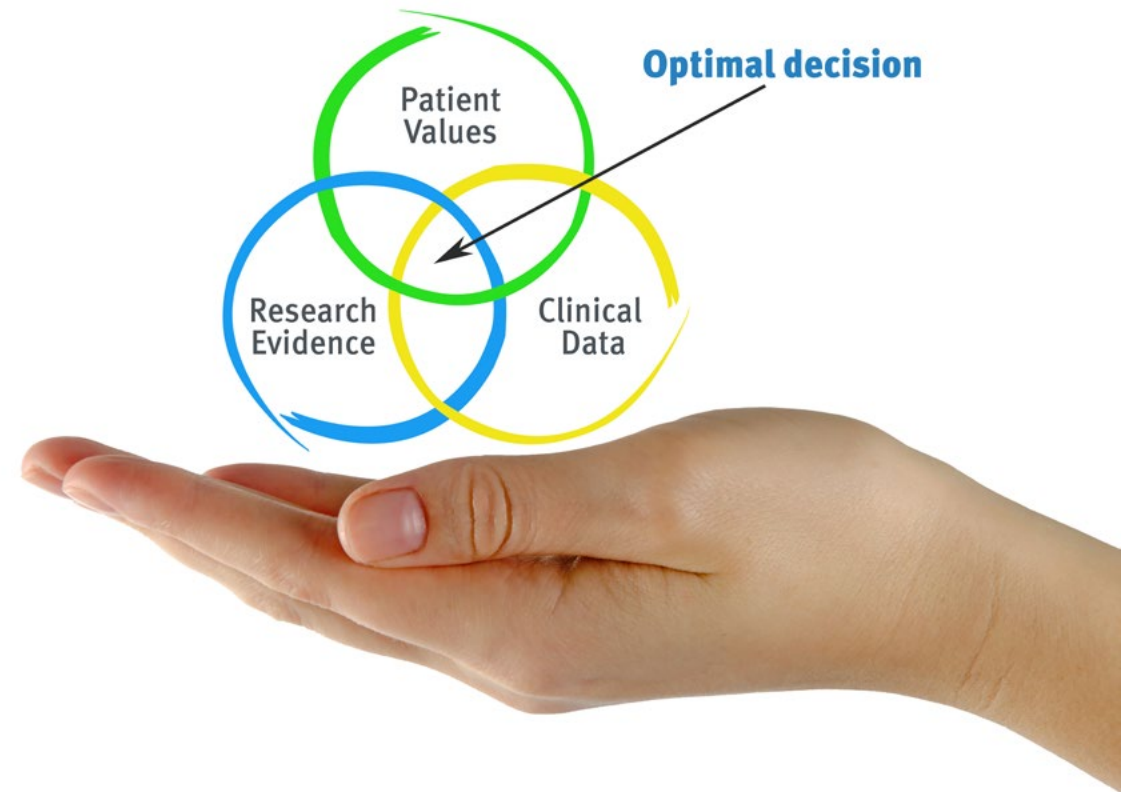
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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.



“

*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

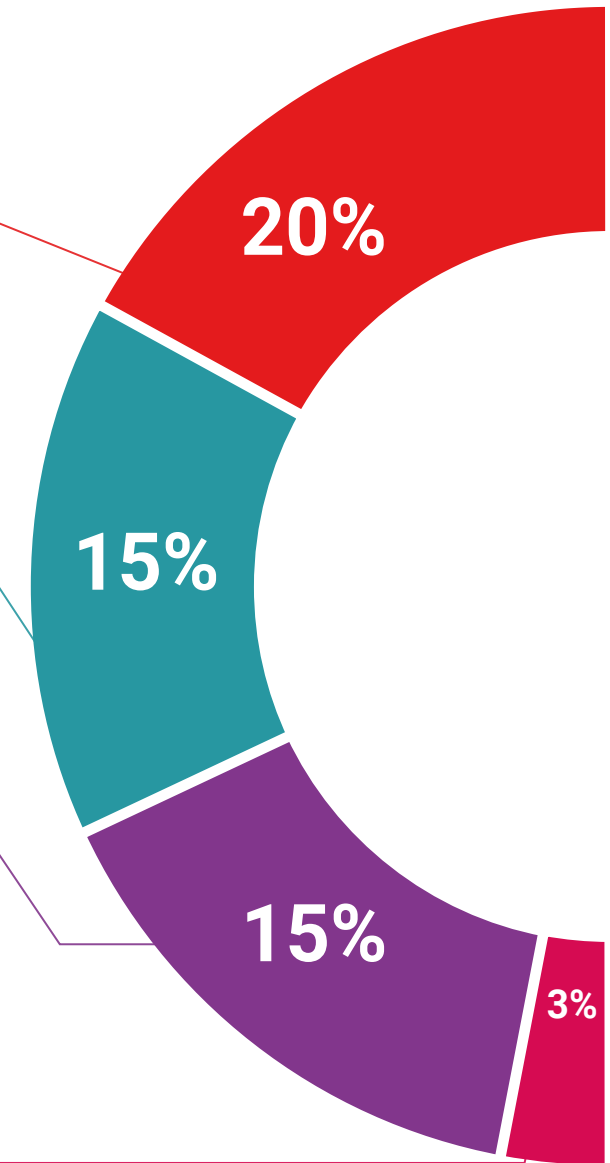
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

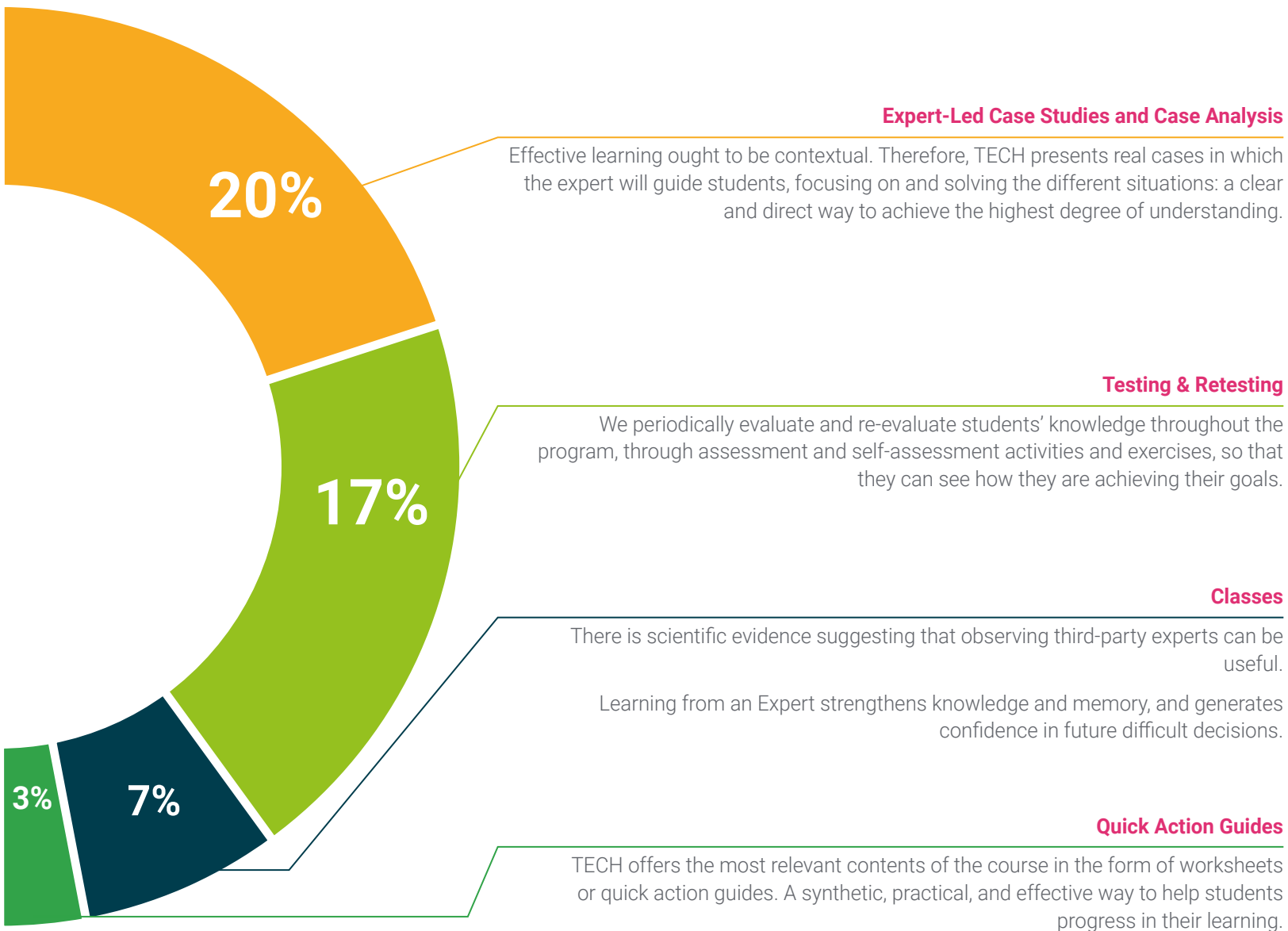
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### 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.





# 10 Certificate

This Hybrid Professional Master's Degree in Psychological Intervention in Learning Disabilities guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree diploma issued by TECH Technological University.





“

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

This **Hybrid Professional Master's Degree in Psychological Intervention in Learning Disabilities** contains the most complete and up-to-date program on the professional and educational field.

After the student has passed the assessments, they will receive their corresponding Hybrid Professional Master's Degree diploma issued by TECH Technological University via tracked delivery\*.

In addition to the certificate, students will be able to obtain an academic transcript, as well as a certificate outlining the contents of the program. In order to do so, students should contact their academic advisor, who will provide them with all the necessary information.

Title: **Hybrid Professional Master's Degree in Psychological Intervention in Learning Disabilities**

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Technological University**

Teaching Hours: **1,620 h.**





## Hybrid Professional Master's Degree

### Psychological Intervention in Learning Disabilities

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.



# Hybrid Professional Master's Degree

## Psychological Intervention in Learning Disabilities

