

Hybrid Master's Degree

Management of Learning
Difficulties and Attention
to Diversity





Hybrid Master's Degree Management of Learning Difficulties and Attention to Diversity

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 4 ECTS Credits

Website: www.techtute.com/us/psychology/hybrid-master-degree/hybrid-master-degree-management-learning-difficulties-attention-diversity

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01

Introduction

Special education in the school environment for children with Learning Difficulties contemplates psycho-pedagogical intervention to help in their cognitive-behavioral development and, therefore, in their academic evolution. The professionals in this sector carry out an essential task through the teaching of emerging educational alternatives, based on the extensive analysis of the child's condition, in communication and attention to diversity, establishing action guidelines based on the needs of each patient. For this reason, TECH has considered it necessary the design of a program through which specialists can be updated on the advances that have been made in this field, focusing on the different disorders related to learning and their therapeutic complement.



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A program that combines theory and practice in an unparalleled academic experience with which you can raise your professionalism to the highest level in the psycho-pedagogical environment specializing in school-age children”

Learning Difficulties (LD) include different manifestations that interfere in specific aspects: reading and writing, logical reasoning, use of mathematics, speech as a whole, attention, concentration or memory, and also relationships and social aspects. It is, therefore, a condition that hinders the correct cognitive-behavioral development of the child and requires prompt and effective specialized attention. In these types of cases, professionals in the psycho-pedagogical field have the necessary tools to evaluate, diagnose and help the child in the learning process, through specific therapeutic strategies based on attention to diversity.

For this reason, TECH and its team of experts in this sector have developed a multidisciplinary and avant-garde program through which graduates will be able to update themselves on the latest developments in this field, focusing on the application in the school environment. This is why the Hybrid Master's Degree in Management of Learning Difficulties and Attention to Diversity was created, a program that combines theory and practice in a 12-month academic experience in which you will undoubtedly raise your quality as a psychotherapist to the highest level. You will be able to update your knowledge in relation to the methodological foundations of LD, as well as on the current reflections for its accurate and early diagnosis and on the most effective techniques for the management of the most frequent LDs: dyslexia, ADHD, ASD, intellectual disability, dyscalculia, etc.

However, the strong point of this program is that once the 1,500 hours of 100% online content have been completed the professional will have access to 3 weeks of an internship in a clinical center of reference in the international psychological panorama. This will allow them to work actively alongside a team of experts of the highest level in the management of patients with different disorders, contributing to their diagnosis and treatment. All of this making use of the most emerging psycho-pedagogical alternatives based on the most avant-garde ICT and didactic and playful methods of the latest generation. It is, therefore, a unique opportunity to elevate your talent to the top of the sector by the hand of the best and through an academic experience that will mark a before and after in your professional career.

This **Hybrid Master's Degree in Management of Learning Difficulties and Attention to Diversity** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Development of more than 100 clinical cases presented by expert psychology professionals in LD and attention to diversity and university professors with extensive experience in school patients
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional use
- ♦ Assessment and diagnosis of LD through the most cutting-edge and effective psychological strategies developed by this field in the current environment
- ♦ Presentation of practical workshops on therapeutic techniques in the school patient with some type of LD disorder
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Practical guides on approaching different disorders
- ♦ Special emphasis on test-based Psychology and research methodologies
- ♦ All of 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
- ♦ Additionally, you will have the opportunity to do an internship in one of the best clinical centers

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The best program in the current market to implement in your practice the emerging educational alternatives for the management of different LD”

In this proposal of a Professional Master’s Degree, of professionalizing character and hybrid learning modality, the program is aimed at updating Psychology professionals who develop their functions in educational centers, as well as in private practices, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into psychological practice and the theoretical-practical elements will facilitate the updating of knowledge and will allow for decision making in the management of school-aged patients.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the Psychology professional to obtain a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in 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 student will be assisted by an innovative interactive video system created by renowned experts.

The program includes an extensive journey through the history and conceptualization of the different LD, so that you can obtain specialized knowledge about the origins of this field.

A program with which you will be able to enhance the inclusion of your students through the best psycho-pedagogical techniques in the current environment.



02

Why Study this Hybrid Master's Degree?

This program will allow students to stand out in their specialized professional environment, thanks to the most advanced techniques, approaches, therapeutic methods and emerging therapies for the Management of Learning Difficulties and Attention to Diversity. It contains a syllabus designed by TECH's expert team, with the intervention of expert teachers who have configured a content that is up to date with the special needs of the school population, as well as their environment. An innovative method that combines theoretical study 100% online, with practical activity in a prestigious clinical center.



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TECH offers you an advanced study system that will allow you to develop new skills and skills in just 12 months, including internships”

1. Updating from the latest technology available

The professional who attends this program will have an innovative methodology and technology from the 100% online study platform to the moment he performs his practical training in a specialized center. Different methods have been developed to care for children with various special needs, including the use of Information and Communication Technologies, so the environment will be suitable with the appropriate conditions to generate the best possible assessment of the patient with LD.

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

TECH has chosen the most experienced teaching staff for the development of the study material of this program, in addition to the most modern specialized centers located in different parts of the world for the completion of the practical part, which is a first class endorsement and a guarantee of unprecedented updating. From the first moment you will have a designated tutor who will guide you in the implementation of your activities in the center. You will be able to see real patients in a state-of-the-art environment, incorporating the most effective procedures and approaches into your daily practice.

3. Entering First-Class Clinical Environments

This program has specialized centers in the area of care for people with LD located in different parts of the world, carefully chosen so that the student of this Internship Program can have the best learning experience. Thanks to this, the psychologist will have guaranteed access to a prestigious clinical environment and will be able to put into practice all their knowledge, as well as the development of new knowledge that will emerge as a result of the experience.

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





In order to provide high academic level training, TECH has developed an innovative educational model that combines two efficient teaching methods. 100% online theory and 3 weeks of 100% practical training where the professional will put all their talents to work with real cases. A unique academic formula that encourages the perfection of the curricular profile.

5. Expanding the Boundaries of Knowledge

This program is possible thanks to the modern 100% online methodology implemented by TECH in its study system and the agreement established with leading clinical centers. Additionally to the ease of studying from wherever you are, students can choose a center of their choice in different parts of the world, which gives an international character to the experience.

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

03

Objectives

Inclusion and attention to diversity are the order of the day in the school environment. For this reason, educational psychology professionals must be up to date with the guidelines and therapeutic strategies that allow them to approach patients with learning difficulties in a way that is effective and beneficial for their cognitive-behavioral development. Based on this, the objective of this program is none other than to provide the graduate with the most extensive and innovative information related to this field, so that he can update the information related to this field, so that they can update their knowledge, improve their skills and offer an even more specialized service.



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This program gives you the opportunity to update your knowledge in a real scenario, with the maximum scientific rigor of an institution at the forefront of technology. Improve your management of the critically ill patient and raise the level of your care”



General Objective

- The general objective of the Hybrid Master's Degree in Management of Learning Difficulties and Attention to Diversity is to update the theoretical-practical and didactic-methodological knowledge of the graduate according to the requirements of schoolchildren with LD in a diverse context, through an innovative, creative and comprehensive vision for school management. Additionally, this program will allow you to develop skills, abilities and professional competencies for the scientific management of the comprehensive educational care of these patients with a high level of specialization



You will work intensively on theoretical-practical approaches for the evaluation of A.D. care for the inclusion of the student in the school context”





Specific Objectives

Module 1. Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children

- ♦ Determine the theoretical positions that support Psychology and Pedagogy as sciences
- ♦ Identify the essential relationships between psychological sciences and pedagogical sciences based on their convergent and divergent elements
- ♦ Recognize the challenges that exist in the development of psychology and pedagogy in the global school environment
- ♦ Categorize learning theories to facilitate theoretical understanding based on established assumptions
- ♦ Recognize the potential of education for integral formation from a developmental point of view

Module 2. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

- ♦ Examine the historical development of the field of learning difficulties, taking into account the different events that delimit its stages
- ♦ Explain the term learning difficulties and examine its historical controversies, its conceptual differentiation and the characterization of students who have them
- ♦ Compare the various classifications of Learning Difficulties from a current perspective
- ♦ Analyze the different theoretical approaches to Learning Difficulties and their relationship with care models

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- ♦ Understand procedures for the pedagogical diagnosis and assessment for Learning Difficulties and the relationship between the two
- ♦ Identify the different stages of diagnosis and evaluation, the variables to consider and the most pertinent techniques and evaluation instruments
- ♦ Apply evaluation techniques and instruments to schoolchildren with possible learning difficulties in reading, writing and mathematics
- ♦ Characterize the functioning of the evaluative committee and the role of each one of its members
- ♦ Communicate in a structured, descriptive and analytical way the results of the diagnostic and evaluation process with the aim of guiding the educational care of a student with learning difficulties

Module 4. Fundamentals of the Management of Learning Difficulties

- ♦ Analyze the theoretical and methodological fundamentals of managing learning difficulties
- ♦ Characterize the processes that integrate the school management of learning difficulties in the context of diversity
- ♦ Link the processes of prevention, school organization and comprehensive educational attention based on their conceptualization and establishment of their relationships
- ♦ Appreciate the role of psychology as an element of integration and consolidation of the theoretical and methodological foundations of the management of Learning Difficulties and Attention to Diversity
- ♦ Develop plans for prevention and comprehensive educational attention for Learning Difficulties in the areas of reading, writing, mathematics and school adaptation

Module 5. Language as a Determining Element in the Care of Learning Difficulties

- ♦ Understand the concepts of communication, linguistics, speech, language and their relationships
- ♦ Understand the link between the development of language and thought based on the theoretical focus and its implication is the teaching-learning process
- ♦ Characterize the development of language in its different components and alterations
- ♦ Explain language disorders and their incidence in adapting to school and learning difficulties associated with reading, writing and math
- ♦ Consider language disorders in the design and implementation of comprehensive educational care for learning difficulties

Module 6. Learning Difficulties in Reading and Their Impact on the Training of a Citizen in the Knowledge Society

- ♦ Analyze the processes involved in learning to read in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching reading and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of reading and prevention of reading difficulties, incorporating the main educational agencies
- ♦ Identify reading learning difficulties through their characterization, diagnosis, evaluation and relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with Learning Difficulties based on their personal, family and contextual characteristics, motivations and their potential

Module 7. Learning Difficulties in Writing as a Possibility of Lasting Communication

- ♦ Analyze the processes, stages and levels involved in constructing written language in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching writing and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of writing and prevention of its difficulties incorporating the main educational agencies
- ♦ Identify Learning Difficulties in producing written language through their characterization, diagnosis and evaluation, considering its relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with learning difficulties in written language based on their characteristics, motivation and their personal, family and contextual potential

Module 8. Mathematical Learning Difficulty (MLD)

- ♦ Analyze the essential concepts and processes involved in learning math in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching math and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of math and prevention of its difficulties incorporating the main educational agencies
- ♦ Identify learning difficulties in learning math through their characterization, diagnosis and evaluation, considering its relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with learning difficulties based on their personal, family and contextual characteristics, motivations and their potential

Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as a condition associated with Learning Disabilities

- ♦ Understand Attention Deficit Hyperactivity Disorder (ADHD), its prevalence, causes and implications for educational and social inclusion across the lifespan
- ♦ Characterize a student with ADHD, their needs, interests and motivations for their integral educational care
- ♦ Analyze the theoretical models that explain ADHD and their relationship with the diagnosis, evaluation and selection of techniques and instruments
- ♦ Reflect on the complexity of the approach to the student with Learning Difficulties associated with ADHD, the educational implications and its consolidation in integral education care

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

- ♦ Reflect on information and communication technologies, chess and meditation as emerging alternatives for the management of learning difficulties in diverse contexts
- ♦ Discuss the use and scope of ICT as a learning resource in the management of learning difficulties in primary education
- ♦ Evaluate the potential of chess as a resource for the management of Learning Difficulties linked with the main educational contexts: family, school and community
- ♦ Value the benefits of incorporating meditation into the school learning-teaching process within the context of learning difficulties

04 Skills

Passing all the criteria of this program means that the graduate will have worked intensively on perfecting his skills in a guaranteed manner. All the programs offered by TECH are designed in such a way that, as they progress, the professional acquires a series of skills that allow them to improve and raise the level of those he already had previously. As a result, once the academic experience has been completed, the professional will be prepared to face the most complex situations within the work environment.



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A program with which you will be able to raise your analytical and diagnostic skills to the highest level through the contrast of professional practice with the most avant-garde and comprehensive theoretical knowledge of the moment”



General Skills

- ♦ Integrate current knowledge on learning disabilities with a global vision of neurobiological, linguistic, psycho-pedagogical and social aspects to make professional judgments and propose solutions to educational problems in different contexts
- ♦ Build a new vision of LD and its attention from diversity and educational inclusion, based on the reflective and conscious analysis of the complex educational and social problems of the student
- ♦ Apply acquired knowledge for prevention, diagnosis, evaluation and attention to difficulties
- ♦ Manage the process of school organization, creating the objective and subjective conditions indispensable for attention to diversity and school inclusion in different educational institutions and care centers
- ♦ Work in an articulate, coordinated and cooperative manner with the multidisciplinary team to provide answers to the demands of the problems that emerge in different educational contexts
- ♦ Appreciate the potential of new alternatives, including ICT, chess and meditation for attention to difficulties within the framework of inclusion
- ♦ Develop research skills in the self-management of knowledge and autonomous learning for the realization of scientific inquiries based on theoretical positions in conventional and non-conventional educational contexts
- ♦ Communicate results of research and systematization of professional practice based on scientific criteria, supported by the integration of knowledge developed during the Academic process





Specific Skills

- ♦ Characterize the student with learning difficulties based on the theoretical foundation for the design of comprehensive educational care strategies
- ♦ Analyze the principles that guide attention to students with LD in order to guarantee their permanence in school within an inclusive approach
- ♦ Compare different theoretical approaches, and models of diagnosis, evaluation and attention to learning difficulties that promote the inclusion of students with difficulties
- ♦ Select techniques for the diagnosis and evaluation of the educational needs of a person with learning difficulties in a specific school context
- ♦ Apply diagnostic and evaluation instruments to students with learning difficulties in order to determine the characterization of their learning difficulties
- ♦ Determine the current and potential state of cognitive activity and learning of instrumental areas for their use in the educational process
- ♦ Identify the personal, family, contextual and social potentialities of students with learning difficulties that affect their integral development
- ♦ Analyze the problems of students with difficulties, taking into account all relevant factors and conditions, for the design of comprehensive educational attention
- ♦ Understand the learning difficulties linked to other disorders and their implications for the design of care plans
- ♦ Elaborate integral and interdisciplinary reports for diagnosis, evaluation and care of a school child with difficulties.
- ♦ Plan individualized attention for students with LD: to be delivered in a group in various learning spaces.
- ♦ Creatively design curricular adaptations to mediate access to learning
- ♦ Consider the relevance of educational alternatives for the attention of students with learning difficulties, in correspondence with their characterization and with emphasis on their potential
- ♦ Contrast professional practice with the decision-making theory
- ♦ Analyze the contributions and implications of the incorporation of emerging educational alternatives for attention to difficulties, such as: ICT, chess and meditation
- ♦ Recognize the role of the psychologist specializing in learning difficulties and their links with the other responsible professionals in order to promote and value cooperative and interdisciplinary work
- ♦ In collaboration with other professionals, elaborate interdisciplinary care plans for students with difficulties
- ♦ Organize psychological attention in a healthy and educational way, creating the necessary conditions for a developmental learning process
- ♦ Make the necessary adjustments to the physical and psychological environment of the learning spaces to create a school environment that motivates learning
- ♦ Guide the educational agencies (family-school-community) in the articulated work of the attention to diversity

05

Course Management

The faculty of this Hybrid Master's Degree is composed of a team of the highest quality. This is a group of professionals in the psychological and pedagogical field with a wide and extensive work experience in the clinical management of school-age children who suffer or have suffered from some kind of learning difficulties and, therefore, have required specialized attention. These teachers know in detail the latest developments in the sector, since they combine their academic activity with their practice. In this way, they can share their knowledge with graduates, contributing to their professional development in a guaranteed way.



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In the Virtual Campus you will have access to clinical cases extracted from the consultations of the teaching team, so that you can put your skills into practice in a simulated way before facing the stay in the center”

Management



Dr. Moreno Abreu, Milagros Josefina

- ♦ Teaching Specialist in Learning Difficulties
- ♦ Organizational Consultant, Los Sauces Medical and Surgical Unit
- ♦ Speech therapist. Private practice
- ♦ Master's Degree in Health Education
- ♦ Diploma in Research Methodology
- ♦ Degree in Education with Major in Learning Difficulties and Preschool
- ♦ PhD in Pedagogical Sciences
- ♦ Higher University Technician in Speech Therapy
- ♦ Graduate Professor: Research Methodology I, Design of measurement and evaluation instruments
- ♦ Graduate Professor. Academic Reading and Writing



06

Educational Plan

The theoretical and additional content of this Hybrid Master's Degree has been developed taking as a reference the most extensive and innovative information related to the current psycho-pedagogical field. Therefore, it has been possible to create a diverse, multidisciplinary and avant-garde syllabus, in which the graduate will be able to find the most innovative and effective diagnostic and therapeutic strategies to work with children who suffer from learning difficulties or require specialized attention. Additionally, the high quality of its additional material will allow you to delve in a personalized way into the different sections so you can enjoy an academic experience according to your expectations and demands.



“

You will be able to access the Virtual Campus whenever you want and from any device with an Internet connection, whether a PC, tablet or phone”

Module 1. Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children

- 1.1. Introduction
- 1.2. Philosophical, Sociological, Psychological and Pedagogical Bases of Attention to Diversity and Learning Difficulties in Children
 - 1.2.1. Basic Definitions
 - 1.2.1.1. Psychology and its Fundamentals
 - 1.2.1.2. Pedagogy and its Fundamentals
 - 1.2.1.3. Educational Process
 - 1.2.1.4. Teaching- Learning Process
 - 1.2.2. Contributions of Psychology to Pedagogy as a Science
 - 1.2.2.1. In the Theoretical Order
 - 1.2.2.2. In the Methodological Order
 - 1.2.2.3. In the Practical Order
 - 1.2.3. Influence of Educational Psychology in Learning Difficulties
 - 1.2.3.1. The Behavioral Perspective
 - 1.2.3.2. The Cognitive Perspective (Psychic Functions and Processes)
 - 1.2.3.3. Affective Perspective
- 1.3. Psychopedagogy as a Science Facing the Challenges of Diversity Education and the Care of Children with Learning Difficulties
 - 1.3.1. Object of Study of Psychopedagogy
 - 1.3.2. Categorical System of Psychopedagogy
 - 1.3.3. Principles of Psychopedagogy
 - 1.3.4. Challenges of Psychopedagogy in the 21st Century
- 1.4. Psychopedagogical Characterization of Children and Adolescents Who Attend the Different Levels of Education
 - 1.4.1. Basic Definitions
 - 1.4.1.1. Personality and its Origins
 - 1.4.1.1.1. Biological Factor
 - 1.4.1.1.2. Innate Factor
 - 1.4.1.1.3. Hereditary Factor
 - 1.4.1.1.4. Genetic Factor
 - 1.4.1.2. Cognitive Development and its Theoretical-Practical Importance for Care of LD
 - 1.4.1.2.1. Organic Aspect
 - 1.4.1.2.2. Maturing Aspect
 - 1.4.1.2.3. Functional Aspect
 - 1.4.1.2.4. Social Aspect
 - 1.4.1.2.5. Educational Aspect
 - 1.4.1.3. Learning
 - 1.4.1.3.1. Approach to its Conceptualization
 - 1.4.1.3.2. Necessary Conditions for Learning
 - 1.4.2. Psychopedagogical Characteristics of the Primary School Student
 - 1.4.2.1. 6-8 Year Old Child
 - 1.4.2.1.1. First Grade Child
 - 1.4.2.1.2. Second Grade Child
 - 1.4.2.2. 8-10 Year Old Child
 - 1.4.2.2.1. Third Grade Child
 - 1.4.2.2.2. Fourth Grade Child
 - 1.4.2.3. 10-12 Year Old Child
 - 1.4.2.3.1. Fifth Grade Child
 - 1.4.2.3.2. Sixth Grade Child
- 1.5. Learning as an Individual and Social Process
 - 1.5.1. Cognitive Strategies
 - 1.5.2. Learning Strategies
 - 1.5.3. Remembering Strategies
 - 1.5.4. Retention Strategies
 - 1.5.5. Evocation Strategies
 - 1.5.6. Problem Solving Strategies
- 1.6. The Teaching-Learning Process in Primary School
 - 1.6.1. Approach to its Definition
 - 1.6.1.1. Teaching- Learning Process
 - 1.6.1.2. Developmental Teaching- Learning Process

- 1.6.2. Characteristics of the Developmental Teaching- Learning Process
- 1.6.3. Potentials of the Developmental Teaching-Learning Process
- 1.6.4. Cooperation, the Necessary Condition in the Teaching-Learning Process
 - 1.6.4.1. Cooperative Learning
 - 1.6.4.1.1. Definition
 - 1.6.4.1.2. Types of Cooperative Groups
 - 1.6.4.1.3. The Characteristics of Cooperative Learning
- 1.6.5. Forms of Participation in Cooperative Learning
 - 1.6.5.1. In the Classroom
 - 1.6.5.2. In Other Learning Spaces in the School
 - 1.6.5.3. In the Family
 - 1.6.5.4. In the Community
- 1.6.6. Structure of a Cooperative Learning Class
 - 1.6.6.1. Moment of Initiation
 - 1.6.6.2. Moment of Development
 - 1.6.6.3. Moment of Closing
- 1.6.7. Creation of Favorable Environments for Learning

Module 2. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

- 2.1. Introduction
- 2.2. A Historical View of Learning Difficulties
 - 2.2.1. Foundation Stage
 - 2.2.2. Transition Stage
 - 2.2.3. Consolidation Stage
 - 2.2.4. Current Stage
- 2.3. Critical Vision of Its Conceptualization
 - 2.3.1. Criteria Applied for Its Definition
 - 2.3.1.1. Exclusion Criteria
 - 2.3.1.2. Discrepancy Criteria
 - 2.3.1.3. Specificity Criteria
 - 2.3.2. Some Definitions and Their Regularities

- 2.3.3. Between Heterogeneity and Differentiation
 - 2.3.3.1. Problems in School
 - 2.3.3.2. Low School Performance
 - 2.3.3.3. Specific Learning Difficulties
- 2.3.4. Learning Disorders vs. Learning Difficulties
 - 2.3.4.1. Learning Disorders
 - 2.3.4.1.1. Definition
 - 2.3.4.1.2. Features
 - 2.3.4.2. Overlap of Disorders and Learning Difficulties that Complicate Understanding
 - 2.3.4.3. Difference Between Disorders and Learning Difficulties That Determine the Context of Application and Relevance
 - 2.3.4.4. Special Educational Needs (SEN) and Learning Difficulties
 - 2.3.4.4.1. Definition of Special Educational Needs
 - 2.3.4.4.2. SEN, Their Differences and Regularities with Learning Difficulties
- 2.4. Classification of Learning Difficulties
 - 2.4.1. International Classification Systems
 - 2.4.1.1. DSM-5
 - 2.4.1.2. ICD-10 (International Statistical Classification of Diseases and Related Health Problems)
 - 2.4.2. Classification of Learning Difficulties According to DSM-5
 - 2.4.3. Classification of Learning Difficulties According to ICD-10 (ICD-11 Currently Being Developed)
 - 2.4.4. Comparison of Classification Instruments
- 2.5. Mainly Theoretical Focus of Learning Difficulties
 - 2.5.1. Neurobiological or Organic Theories
 - 2.5.2. Theories of Cognitive Deficit Processes
 - 2.5.3. Psycholinguistic Theories
 - 2.5.4. Psychogenic Theories
 - 2.5.5. Environmentalist Theories

- 2.6. Causes of Learning Difficulties
 - 2.6.1. Personal or Intrinsic Factors
 - 2.6.1.1. Biological
 - 2.6.1.2. Psychogenic
 - 2.6.2. Contextual or Extrinsic Factors
 - 2.6.2.1. Environmental
 - 2.6.2.2. Institutional
- 2.7. Models for Attention to Learning Difficulties
 - 2.7.1. Models Focused on the Medical-Clinical Aspects
 - 2.7.2. Models Focused on Cognitive Processes
 - 2.7.3. Models Focused on Observable Deficits
 - 2.7.4. Models Focused on the Curriculum
 - 2.7.5. Educational Model of Integral Education
- 2.8. Activities for the Integration of Knowledge and its Practical Application
- 2.9. Recommending Readings
- 2.10. Bibliography

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- 3.1. Introduction
- 3.2. Diagnosis and Its Distinctive Characteristics
 - 3.2.1. Definition
 - 3.2.2. Principles and Functions of the Diagnostic Process
 - 3.2.3. Characteristics of the Diagnosis
 - 3.2.4. Types of Diagnosis: Early Diagnostics and Psychopedagogical Diagnosis
- 3.3. Particularities of the Evaluation Process
 - 3.3.1. Educational Evaluation
 - 3.3.2. Psychopedagogical Evaluation
- 3.4. Relationship Between Diagnosis and Evaluation
 - 3.4.1. Theoretical Controversy Between Both Concepts
 - 3.4.2. Complementary Nature of the Diagnostic and Evaluation Processes

- 3.5. The Diagnostic and Evaluation Process for Learning Difficulties
 - 3.5.1. Definitions
 - 3.5.1.1. Diagnosis and Its Particularities
 - 3.5.1.2. Assessment and Its Particularities
 - 3.5.2. Techniques and Instruments for Diagnosis and Evaluation
 - 3.5.2.1. From a Qualitative Focus
 - 3.5.2.2. Based on Standardized Tests
 - 3.5.2.3. Integral Educational Evaluation Focus
- 3.6. The Evaluation Team and the Way It's Formed from an Interdisciplinary Perspective
 - 3.6.1. Potential of the Evaluation Team's Composition
 - 3.6.2. Particularities of the Evaluation Team According to the Way it Works
 - 3.6.3. Role of Each Member of the Team in the Diagnostic Process
- 3.7. The Psychopedagogical Report as an Instrument for the Communication of Developmental Levels of Students with Learning Difficulties
 - 3.7.1. Dual Purpose of the Report
 - 3.7.1.1. In the Evaluation
 - 3.7.1.2. In the Care
 - 3.7.2. Essential Aspects Which Make Up Its Structure
 - 3.7.2.1. Personal Data
 - 3.7.2.2. Assessment Reason
 - 3.7.2.3. Information on the Development of the Child
 - 3.7.2.3.1. Personal background
 - 3.7.2.3.2. Family Background
 - 3.7.2.3.3. Psychosocial Aspects
 - 3.7.2.3.4. School Aspects
 - 3.7.2.3.5. Techniques and Instruments of Applied Evaluation
 - 3.7.2.3.6. Analysis of the Results Obtained
 - 3.7.2.4. Conclusions
 - 3.7.2.5. Recommendations
 - 3.7.3. Particularities in the Way They Are Written
- 3.8. Activities for the Integration of Knowledge and its Practical Application
- 3.9. Recommending Readings
- 3.10. Bibliography

Module 4. Fundamentals of the Management of Learning Difficulties

- 4.1. Introduction
- 4.2. Prevention of Learning Difficulties
 - 4.2.1. Levels of Prevention
 - 4.2.2. Risk Factors
 - 4.2.3. Protective Factors
- 4.3. Psychopedagogical Intervention for LD
 - 4.3.1. Definition
 - 4.3.2. Principles
 - 4.3.3. Models of Psychopedagogical Intervention
- 4.4. Integral Educational Attention and Its Implications
 - 4.4.1. Conceptualization
 - 4.4.2. Strategic Planning
 - 4.4.3. Individualized Planning
 - 4.4.4. Integral Educational Planning
- 4.5. Psychopedagogical Intervention vs. Integral Educational Attention
 - 4.5.1. Theoretical Positions that Support Them
 - 4.5.2. Comparative Analysis: Points of Convergence and Divergence
 - 4.5.3. Relevance of Use in the Context of Diversity
- 4.6. Theoretical Considerations on School Management
 - 4.6.1. Definitions and Principles of School Management
 - 4.6.2. Management of Educational Institutions or Care Centers
 - 4.6.2.1. Definition and Characteristics of the Management Process
 - 4.6.2.2. Implications of Interdisciplinary Work in School Management
 - 4.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
 - 4.6.2.4. Networking
 - 4.6.2.4.1. Intrasectorial Articulation
 - 4.6.2.4.2. Intersectorial Articulation
 - 4.6.3. The School Organization and its Impact on the Educational Process
 - 4.6.3.1. Definition
 - 4.6.3.2. Living Arrangements for Students with LD
 - 4.6.3.3. The Teaching Timetable
 - 4.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: the Classroom, Learning Projects and Other Forms of Organization
 - 4.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
 - 4.6.4.1. The Hygienic-Pedagogical Organization of the Teaching Activity (OHPAD)
 - 4.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
 - 4.6.4.3. Conditions of the Physical Environment
 - 4.6.4.4. Conditions of the Psychological Environment
 - 4.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
- 4.7. Attention to Diversity in the Inclusive Education Framework
 - 4.7.1. Conceptualization
 - 4.7.2. Theoretical-Methodological Fundamentals
 - 4.7.2.1. Recognition and Respect of Individual Differences
 - 4.7.2.2. Attention to Diversity as a Principle of Inclusive Education
 - 4.7.3. Curricular Adaptations as a Path for the Attention to Diversity
 - 4.7.3.1. Definition
 - 4.7.3.2. Types of Curricular Adaptations
 - 4.7.3.2.1. Adaptations in the Methodology
 - 4.7.3.2.2. Adaptations in the Activities
 - 4.7.3.2.3. Adaptations in the Materials and the Time
 - 4.7.3.2.4. In the Functional Elements
- 4.8. Activities for the Integration of Knowledge and its Practical Application
- 4.9. Recommending Readings
- 4.10. Bibliography

Module 5. Language as a Determining Element in the Care of Learning Difficulties

- 5.1. Introduction
- 5.2. Thought and Language: Their Relationships
 - 5.2.1. Theories Explaining its Development
 - 5.2.2. Interdependence Between Thought and Language
 - 5.2.3. The place of Language in Learning
- 5.3. Relationship of Language to Learning Difficulties
 - 5.3.1. Communication, Linguistics, Speech and Language
 - 5.3.2. General Aspects of Language Development
 - 5.3.3. Language Impairment Prevention
- 5.4. Delayed Language Development and its Implications for Learning Difficulties
 - 5.4.1. Conceptualization of Language Development Delay and its Characterization
 - 5.4.2. Causes of Delayed Language Development
 - 5.4.3. Importance of Early Identification and Care at School
 - 5.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
- 5.5. Most Common Language Disorders in Students
 - 5.5.1. Concepts and Delimitations
 - 5.5.2. Speech Disorders. Their Manifestations in the Different Components: Phonetics, Phonology, Morpho-Lexical, Syntax, Semantics and Pragmatics
 - 5.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia, and Stuttering
- 5.6. Language Evaluation
 - 5.6.1. Assessment Tools
 - 5.6.2. Components to be Evaluated
 - 5.6.3. Evaluation Report
- 5.7. Attention to Language Disorders in Educational Institutions
 - 5.7.1. Language Disorders
 - 5.7.2. Speech Disorders
- 5.8. Activities for the Integration of Knowledge and its Practical Application
- 5.9. Recommending Readings
- 5.10. Bibliography

Module 6. Learning Difficulties in Reading and Their Impact on the Training of a Citizen in the Knowledge Society

- 6.1. Introduction
- 6.2. Reading and its Processes
 - 6.2.1. Definition
 - 6.2.2. Lexical Process: The Lexical Route and Phonological Route
 - 6.2.3. Syntax Route
 - 6.2.4. Semantic Route
- 6.3. The Teaching/ Learning Process of Reading for Life
 - 6.3.1. Conditions or Requirements for Learning to Read
 - 6.3.2. Methods for Teaching Reading
 - 6.3.3. Strategies That Favor the Process of Learning to Read
- 6.4. Prevention of Reading Learning Difficulties
 - 6.4.1. Protective Factors
 - 6.4.2. Risk Factors
 - 6.4.3. Strategies for Promoting Reading
 - 6.4.4. Importance of the Main Educational Agencies in the Promotion of Reading
- 6.5. Reading and its Learning Difficulties
 - 6.5.1. Characterization of Reading Learning Difficulties
 - 6.5.2. Dyslexia as a Specific Learning Difficulty
 - 6.5.3. Main Difficulties in Reading Comprehension
- 6.6. Diagnosis and Evaluation of Reading Learning Difficulties
 - 6.6.1. Diagnostic Characterization
 - 6.6.2. Standardized Tests
 - 6.6.3. Non-Standardized Tests
 - 6.6.4. Other Evaluation Instruments
- 6.7. Attention of Reading Learning Difficulties
 - 6.7.1. Lexical Awareness
 - 6.7.2. Phonological Conscience
 - 6.7.3. Cognitive and Metacognitive Strategies to Favor Reading Comprehension
- 6.8. Activities for the Integration of Knowledge and its Practical Application
- 6.9. Recommending Readings
- 6.10. Bibliography

Module 7. Learning Difficulties in Writing as a Possibility of Lasting Communication

- 7.1. Introduction
- 7.2. Construction and Written Language Process
 - 7.2.1. Stages in Development of Writing
 - 7.2.2. Written Language Construction Levels
 - 7.2.3. Strategies to Favor the Transition Between Construction Levels
 - 7.2.4. Methods for Teaching Written Language
 - 7.2.5. Written Language Production Models
 - 7.2.5.1. Text Types
- 7.3. Cognitive Processes Involved in Writing
 - 7.3.1. Educational
 - 7.3.2. Production
 - 7.3.3. Review
- 7.4. Prevention of Writing Learning Difficulties
 - 7.4.1. Protective Factors
 - 7.4.2. Risk Factors
 - 7.4.3. Strategies for the Promotion of Written Language Production
 - 7.4.4. Importance of the Main Educational Agencies in the Promotion of Writing
- 7.5. Writing and its Learning Difficulties
 - 7.5.1. Errors in the Construction of the Written Language
 - 7.5.2. Specific Errors in the Construction of Written Language
 - 7.5.3. Characterization of the Difficulties of Written Language Production
 - 7.5.4. Dysgraphia as a Specific Learning Difficulty in Writing
- 7.6. Diagnosis and Evaluation of Learning Difficulties in Writing
 - 7.6.1. State of the Cognitive Processes Involved
 - 7.6.2. Prediction Indicators of Learning Difficulties in Writing
 - 7.6.3. What to Assess From the Second Grade Onwards in Texts Written by Children?
- 7.7. Care for Learning Difficulties in Writing
 - 7.7.1. Strategies to Promote the Automation of Writing Movements
 - 7.7.2. Strategies to Favor the Planning of a Text
 - 7.7.3. Strategies to Favor the Production of a Written Text
 - 7.7.4. Strategies to Favor the Review of a Written Text
- 7.8. Activities for the Integration of Knowledge and its Practical Application
- 7.9. Recommending Readings
- 7.10. Bibliography

Module 8. Mathematical Learning Difficulties (MALD)

- 8.1. Introduction
- 8.2. Mathematical Knowledge and its Basic Concepts
 - 8.2.1. Qualitative and Quantitative Concept
 - 8.2.2. Space-Time Concepts
- 8.3. Mathematics and the Processes Involved in its Learning
 - 8.3.1. Classification
 - 8.3.2. Seriation
 - 8.3.3. Correspondence
 - 8.3.4. Conservation of the Object or Substance
 - 8.3.5. Reversibility of Thought
 - 8.3.6. Cognitive and Meta-Cognitive Strategies
 - 8.3.6.1. Directive Model Strategies
 - 8.3.6.2. Counting
 - 8.3.6.3. Numerical Facts
- 8.4. The Teaching- Learning Process of Mathematics
 - 8.4.1. Subitizing and Counting: Principle of One-to-One Correspondence, Stable -Order, Cardinality, Abstraction and Irrelevance of Order
 - 8.4.2. Learning Numerical Series: Acquisition, Elaboration and Consolidation
 - 8.4.3. Learning Problem Solving: Location of the Variable, Semantic Structure, etc
 - 8.4.4. Learning Algorithms
- 8.5. Prevention of Learning Difficulties in Mathematics
 - 8.5.1. Protective Factors
 - 8.5.2. Risk Factors
 - 8.5.3. Strategies for the Promotion of Learning Mathematics
- 8.6. Math and Its Difficulties
 - 8.6.1. Definition of Learning Difficulties in Mathematics
 - 8.6.2. Learning Difficulties in Mathematics Related to: The Nature of Math Itself, The Organization and Methodology of Teaching, Related to the Student

- 8.6.3. Common Errors: Problem Solving, In the Steps of the Algorithm
- 8.6.4. Dyscalculia as a Specific Learning Difficulty: Semantic, Perceptive, Procedural
- 8.6.5. Causes of Mathematical Learning Difficulty (MLD)
 - 8.6.5.1. Contextual Factors
 - 8.6.5.2. Cognitive Factors
 - 8.6.5.3. Neurobiological Factors
- 8.7. Diagnostics and Evaluation of Mathematical Learning Difficulty (MLD)
 - 8.7.1. Standardized Tests
 - 8.7.2. Non-Standardized Tests
 - 8.7.3. The Integral Education Evaluation and Diagnosis
- 8.8. Attention to Learning Difficulties in Mathematics
 - 8.8.1. Principles of Care
 - 8.8.2. Teaching of Concepts and Procedures
 - 8.8.3. Problem-Solving Strategies
 - 8.8.4. Discovery Teaching Strategies
- 8.9. Activities for the Integration of Knowledge and its Practical Application
- 8.10. Recommending Readings
- 8.11. Bibliography

Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as a condition associated with Learning Disabilities

- 9.1. Introduction
- 9.2. Approach to Attention Deficit Hyperactivity Disorder
 - 9.2.1. Prevalence and Transcendence
 - 9.2.2. Causes of Attention Deficit Hyperactivity Disorder
 - 9.2.2.1. Genetic Factors
 - 9.2.2.2. Neurobiological Factors
 - 9.2.2.3. Endocrine Factors
- 9.3. Main Theoretical Models That Explain ADHD
 - 9.3.1. Deficits in Inhibitory Response Control
 - 9.3.2. Behavioral Model Focused on the Manifestations of Lack of Attention, Hyperactivity and Impulsion
 - 9.3.3. Model Based on Executive System Dysfunction, Current Consensus
- 9.4. Characterization of Attention Deficit Hyperactivity Disorder
 - 9.4.1. Predominant Manifestations According to DSM-5
 - 9.4.2. Evolution of ADHD Throughout a Lifetime
 - 9.4.2.1. In Infants
 - 9.4.2.2. In Kindergarten Education Children
 - 9.4.2.3. In Elementary Schoolchildren
 - 9.4.3. ADHD as a Disorder of the Executive Functions
 - 9.4.3.1. Definition of Executive Functions
 - 9.4.3.2. Operative or Work Memory
 - 9.4.3.3. Self-Regulation of Motivation, Emotions and Vigilance
 - 9.4.4. Internalization of Language
 - 9.4.5. Reconstruction
- 9.5. Diagnosis and Evaluation of Attention Deficit Hyperactivity Disorder
 - 9.5.1. Physiological Evaluation and Diagnosis: Neuroanatomical, Biochemical and Endocrine Aspects
 - 9.5.2. Neuropsychological Evaluation and Diagnosis (Standardized Tests)
 - 9.5.3. Integral Educational Evaluation and Diagnosis: The Observation and Diagnostic Interview With the Student, The Interview With the Parents; The Questionnaire or Measurement Scale for Parents and Teachers

- 9.6. Integral Educational Care for Students with ADHD
 - 9.6.1. Integration of Pharmacological, Psychological and Psychopedagogical Aspects
 - 9.6.2. Consolidation of Integral Educational Care: Work Directly With the Student, In the School Context and The Family Context
- 9.7. Educational Implication for the Integral Care of Students With Learning Difficulties Associated With ADHD
 - 9.7.1. Main Psycho-Social Problems of Students With Learning Difficulties and ADHD
 - 9.7.2. Main Learning Difficulties in Reading in Those Students: Recognition of Words and Text Comprehension
 - 9.7.3. Main Learning Difficulties in Writing in Those Students: Handwriting and Composing Texts
 - 9.7.4. Main Learning Difficulties in Mathematics: Low Automation of Tasks Related to Numeracy, Mental Calculation, Mathematical Operations and Problem Solving
- 9.8. Activities for the Integration of Knowledge and its Practical Application
- 9.9. Recommending Readings
- 9.10. Bibliography

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

- 10.1. Introduction
- 10.2. Information and Communication Technology Applied to Learning Difficulties and Attention to Diversity
- 10.3. Animal-Assisted Therapies, DA and Attention to Diversity
- 10.4. *Mindfulness*, LD and Attention to Diversity
- 10.5. Chess, LD and Attention to Diversity
- 10.6. Medication, LD and Attention to Diversity
- 10.7. The Effectiveness of Alternative Therapies



07

Clinical Internship

Once the online theoretical period has been passed, the graduate will be able to opt for a practical internship in a reference clinical center of the current psychological environment. In this way, he will be able to apply everything developed during the first part of the academic experience, demonstrating the effectiveness of the techniques included in the program. Additionally, the possibility of working with diverse patients will allow you to obtain a realistic and critical view of the current environment, helping you to perfect your skills in a guaranteed way.





“

The best way to become a top level psychologist is through practice. That is why TECH gives you the opportunity to access a 120-hour internship in a prestigious center”

This Hybrid Master's Degree in Management of Learning Difficulties and Attention to Diversity has been designed by TECH and by a team of experts in Psychology and Pedagogy, with the aim that the graduate finds in it all the theoretical and practical information that allows him to carry out a professional practice of the highest level. For this reason, it has included in its syllabus a 3-week stay in an international reference center for its high degree of specialization in the clinical management of school patients with LD.

The graduate will have to perform 120 hours from Monday to Friday with 8-hour working days, just as they would have to do in any fully paid position, and will have the support of a specialized tutor who will ensure that all the requirements for which this program was designed are met. Additionally, you will actively participate in the activity of the practice, being able not only to attend to the different cases that come during the training period, but also to work directly with the patient, making use of the most effective and innovative pedagogical strategies in the current psychological environment.

In this way, TECH gives them the opportunity, not only to update their knowledge, but also to improve their skills in a guaranteed and dynamic way, through an experience that will undoubtedly mark a before and after in their professional career. Including this stay in your syllabus will allow you to accredit a very high level of specialization, thanks to which you will be able to access more prestigious positions in an increasingly demanding labor market.

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

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



Working actively in the clinical management of patients will help you to develop the most effective clinical strategies for each profile according to the characteristics of their disorder"



Module	Practical Activity
Methodologies applied in the care and diagnosis of Diversity and Learning Difficulties in children	Apply cognitive strategies, so that the patient can learn, remember, retain, recall and solve problems
	Assess risk factors and protective factors
	Intervene in strategic, individualized, comprehensive educational planning
	Propose learning projects, class types and other forms of organization of the teaching-learning process of the student with LD
	Apply techniques and instruments for diagnosis and evaluation, qualitative approach, standardized tests, comprehensive educational evaluation approach
Treatment of the Patient with Learning Difficulties	Use the information and communication technology applied to learning difficulties and attention to diversity
	Use animal-assisted therapies, LD and attention to diversity
	Include Mindfulness, chess and other emerging activities as alternative therapies
	Apply strategies based on problem-solving and discovery-based teaching
	Execute standardized and non-standardized tests
Treatment of the patient with Attention Deficit Hyperactivity Disorder (ADHD) associated with Learning Difficulties	Perform the physiological evaluation and diagnosis: neuroanatomical, biochemical and endocrine aspects
	Execute standardized tests for diagnostic and Neuropsychological evaluation
	Conduct observation and diagnostic interview with the student, parents and teachers
	Apply the questionnaire or measurement scales for the student, parents, and teachers

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 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 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 Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid 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 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 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?

The center where the graduate will be able to carry out the practical internship included in this program has been selected by TECH taking into consideration not only their background, but also the opinion of their clients and the innovative level of their consultations. As a result, the professional will have access to the latest diagnostic and therapeutic technology and will be able to learn about the most effective psychological strategies that are being implemented in the current environment to work with children suffering from some type of LD. Additionally, they will be accompanied by a team of experts of the highest level, with whom they will be able to update through their own experience.



A city skyline at sunset with a large yellow quotation mark icon.

“

A unique opportunity to add to your resume, an unparalleled experience in a reference center in the international psychological framework”



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



Psychology

Fundación Anpuy

Country	City
Argentina	Salta

Address: Av. Jaime Durand s/n, 3º Etapa.
Barrio Parque Gral. Belgrano, Salta

Social organization for the promotion
of education

Related internship programs:
-Social Work, Autonomy and Social Inclusion





“

Take advantage of this opportunity to surround yourself with expert professionals and benefit from their work methodology”

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.



“

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. Gervas, 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

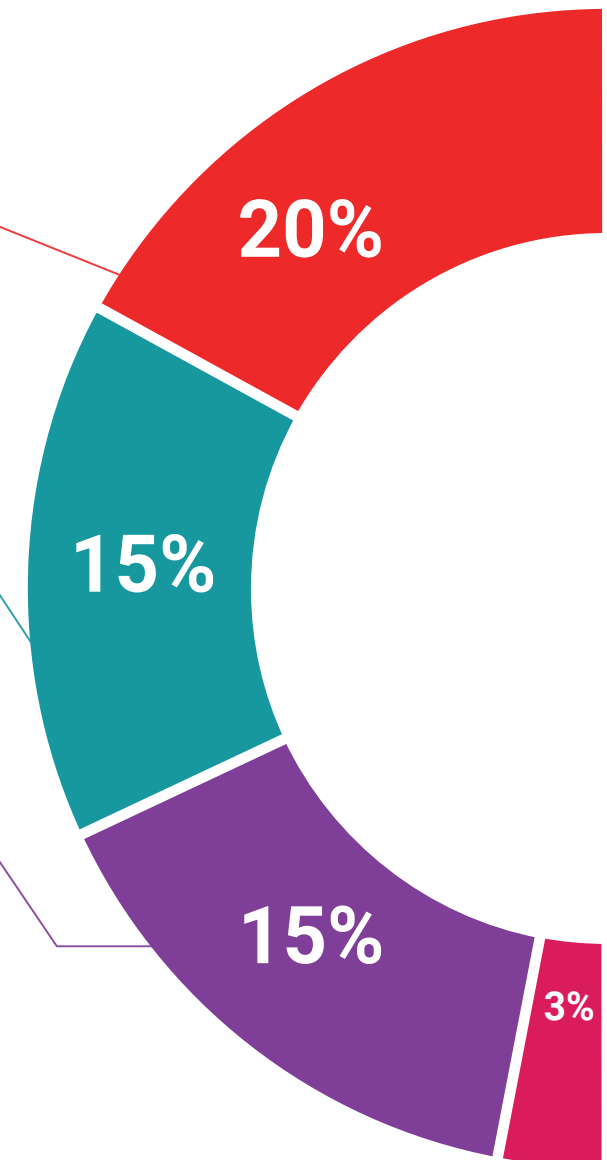
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

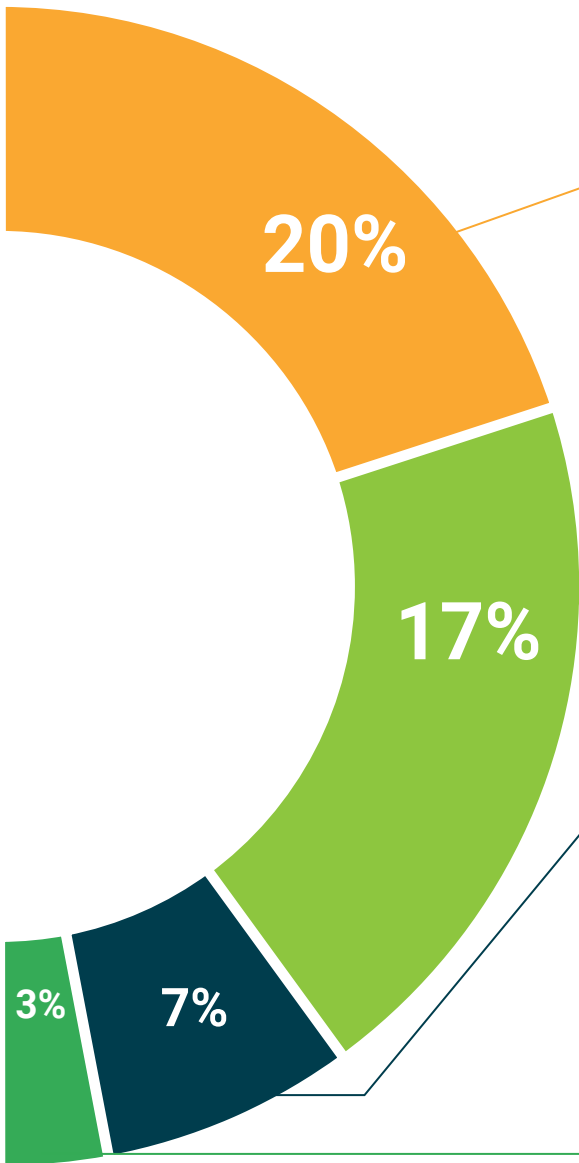
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



10

Certificate

This Hybrid Master's Degree in Management of Learning Difficulties and Attention to Diversity guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Master's Degree diploma issued by TECH Global University.





“

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

This private qualification will allow you to obtain a **Hybrid Master's Degree diploma in Management of Learning Difficulties and Attention to Diversity** 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.

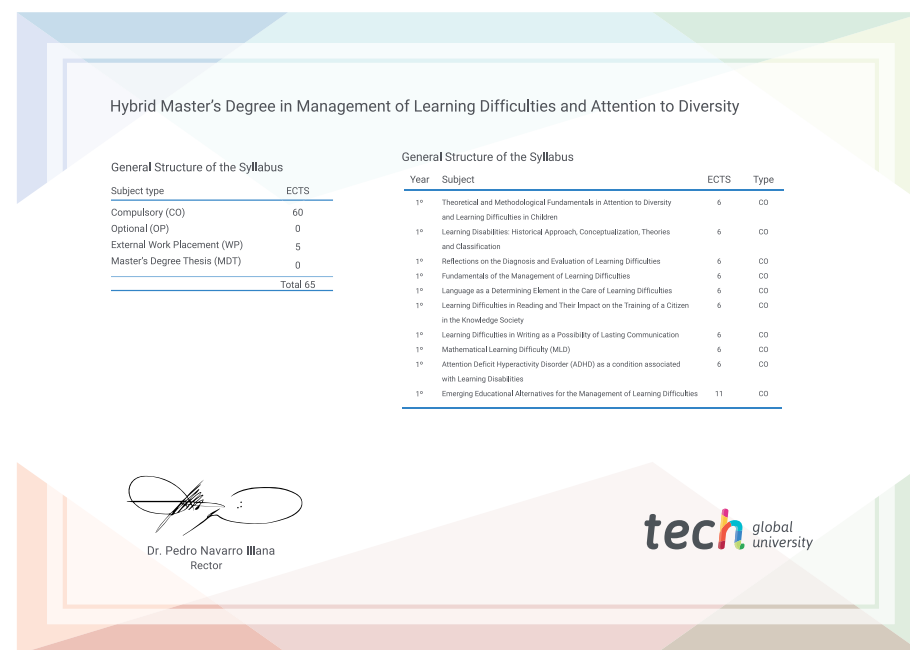
Title: **Hybrid Master's Degree in Management of Learning Difficulties and Attention to Diversity**

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

Duration: **12 months**

Certificate: **TECH Global University**

Recognition: **60 + 4 ECTS Credits**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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



Hybrid Master's Degree
Management of Learning
Difficulties and Attention
to Diversity

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 4 ECTS Credits

Hybrid Master's Degree

Management of Learning
Difficulties and Attention
to Diversity