

Postgraduate Certificate

Applied Psychology for Speech-Therapy Intervention



Postgraduate Certificate

Applied Psychology for Speech-Therapy Intervention

- » Modality: online
- » Duration: 8 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-certificate/applied-psychology-speech-therapy-intervention

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01

Introduction

The demand for speech-therapy intervention is high across both clinical and educational sectors. In recent years, the roles of the psychologist and the speech therapist have gained significant recognition, and their collaborative work has become an integral part of educational and therapeutic systems. There are numerous intervention models, both direct and indirect, with increasing emphasis on holistic approaches that take into account not only individual variables but also environmental factors.



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Enhance your knowledge in Applied Psychology for Speech-Therapy Intervention through this program, where you will find the best learning materials featuring real clinical cases. Discover here the latest advances in the field to provide high-quality psychological practice”

Understanding the specific educational needs that arise from various communication disorders, once defined, will help in designing and implementing both generalist or environmental intervention models—such as the adult-language-adaptation approach described by Rondal J. A. in the 1990s—progressing through functional models in the line of Monfort, and toward more specific models focused on pragmatics as described by Belinchón, M. (1992).

It is essential to consider the contributions of psychology to daily practice in classrooms and clinical settings so that speech therapists, both in clinical and educational contexts, are able to address the wide range of situations that arise across different educational environments. The goal is not to rely on a single method of intervention—that would be highly reductionist—but rather to adapt different models to the neuropsychology and context of each individual.

This training combines foundational knowledge in psychology and speech therapy, as well as tools that enable speech therapists to improve performance with their students in the areas requiring intervention, providing the guidelines needed to promote change and foster the normalization of altered communicative processes.

Restoring and re-educating patterns of communication, speech, and language involves guidelines, routines, effort, and motivation, all of which develop at a different pace in each person. Psychological variables directly influence the student's condition and evolution, which is why it is so important to possess basic psychological knowledge that helps us understand the student and redirect their behaviors. Ultimately, speech-therapy intervention requires modifying behaviors in a manner closely aligned with psychological work.

This **Postgraduate Certificate in Applied Psychology for Speech-Therapy Intervention** contains the most complete and up-to-date program on the market.

The most important features include:

- ♦ The development of clinical case studies presented by experts in Applied Psychology for Speech-Therapy Intervention
- ♦ The graphic, schematic, and practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest advances in Applied Psychology for Speech-Therapy Intervention
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ Its special emphasis on evidence-based practice and research methodologies in Applied Psychology for Speech-Therapy Intervention
- ♦ 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



An opportunity to bring together, within a single program, speech therapy and applied psychology in order to achieve therapeutic excellence through the use of tools applicable both to educational settings and to other contexts”



This Postgraduate Certificate is the best investment you can make when selecting a professional-development program for two reasons: in addition to updating your knowledge in Applied Psychology for Speech-Therapy Intervention, you will obtain a certificate of completion issued by TECH Global University"

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

Take advantage of the opportunity to discover the latest advances in Applied Psychology for Speech-Therapy Intervention and improve the care you provide to your patients.

Its teaching staff includes professionals working in the field of applied psychological intervention in speech therapy, who contribute to this training the experience derived from their practice, along with renowned specialists from leading scientific societies.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which Psychologists must try to solve the different professional practice situations that arise. To support this, specialists will have access to an innovative interactive video system developed by recognized experts in the field of applied psychological intervention in speech therapy, all of whom have extensive experience.



02 Objectives

The Postgraduate Certificate in Applied Psychology for Speech-Therapy Intervention is designed to support professionals working with children, adolescents, and adults in the psychological field.





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This course will enable you to update your knowledge in Applied Psychology for Speech-Therapy Intervention through the use of the latest educational technology, contributing to high-quality and secure decision-making and follow-up for these students”



General Objectives

- ♦ Provide advanced, specialized, and eminently practical training with instrumental development and implementation to qualify professionals in speech-therapy reeducation
- ♦ Consolidate fundamental knowledge of the intervention process in the classroom and in other settings, based on applied psychological principles
- ♦ Update and develop strategies for adaptation and problem solving grounded in scientific research on behavioral processes, taking environmental variables into account
- ♦ Promote the modernization of speech-therapy intervention through the coherent and applied use of behavior-modification techniques
- ♦ Understand psychological variables and their most frequent deviations in order to analyze and make informed intervention decisions in routines and tasks





Specific Objectives

- ♦ Understand the field of knowledge and professional practice of child and adolescent psychology: object of study, areas of intervention, etc
- ♦ Develop awareness of the characteristics a professional working with children and adolescents must possess or strengthen
- ♦ Acquire the basic knowledge necessary to detect and refer potential psychological problems in children and adolescents that may affect their well-being and interfere with speech-therapy rehabilitation, and reflect on these issues
- ♦ Understand the possible implications that different psychological problems (emotional, cognitive, and behavioral) may have on speech-therapy rehabilitation
- ♦ Acquire knowledge related to attentional processes, as well as their influence on language, and learn intervention strategies to be applied at the speech-therapy level in collaboration with other professionals
- ♦ Deepen understanding of executive functions and recognize their implications for language, while acquiring strategies for addressing them at the speech-therapy level alongside other professionals
- ♦ Acquire knowledge on how to intervene in the development of social skills in children and adolescents, delve into related concepts, and obtain specific strategies to strengthen them

- ♦ Learn different behavior-modification strategies that are useful in clinical practice to initiate, develop, and generalize appropriate behaviors, as well as reduce or eliminate inappropriate behaviors
- ♦ Deepen understanding of the concept of motivation and acquire strategies to promote it in clinical settings
- ♦ Acquire knowledge related to school failure in children and adolescents
- ♦ Learn the main study habits and techniques that can help improve the academic performance of children and adolescents from both a speech-therapy and psychological perspective



Take the step toward updating yourself on the latest developments in Applied Psychology for Speech-Therapy Intervention

03

Course Management

The program includes leading experts in applied psychology for speech-therapy intervention among its teaching staff, who contribute to this training the experience derived from their professional practice. In addition, other renowned specialists participate in its design and development, completing the program through an interdisciplinary approach.





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*Learn from leading professionals the latest
advances in procedures in applied psychology
for speech-therapy intervention”*

Management



Ms. Vázquez Pérez, Mª Asunción

- ♦ Diploma in Speech Therapy with training and experience in hearing disabilities, Autism Spectrum Disorders (ASD), and augmentative communication systems
- ♦ Additionally, a forensic speech therapist with teaching experience in Attention Deficit Hyperactivity Disorder (ADHD)

Faculty

Ms. Fernández, Ester Cerezo

- ♦ Graduated in Speech Therapy, Master's Degree in Clinical Neuropsychology, Expert in Orofacial Therapy and Early Intervention
- ♦ With training and experience in neurological speech therapy practice

Ms. Mata Ares, Sandra Mª

- ♦ Graduate in Speech Therapy
- ♦ Specialized in speech therapy intervention in childhood and adolescence
- ♦ Master's Degree in "Speech Therapy Intervention in Childhood and Adolescence"
- ♦ Has specific training in speech and language disorders in childhood and adulthood

Ms. Rico Sánchez, Rosana

- ♦ Certified Speech Therapist. No. 09/032, Professional Association of Speech Therapists of Castilla y León
- ♦ Extensive training and experience in clinical and educational speech therapy Director
- ♦ Speech Therapist at the "Palabras Y Más" Speech Therapy and Pedagogy Center

Ms. Vázquez Pérez, Mª Asunción

- ♦ Diploma in Speech Therapy with training and experience in hearing disabilities, Autism Spectrum Disorders (ASD), and augmentative communication systems
- ♦ Additionally, a forensic speech therapist with teaching experience in Attention Deficit Hyperactivity Disorder (ADHD)



04

Structure and Content

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



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This Postgraduate Certificate in Applied Psychology for Speech-Therapy Intervention contains the most complete and up-to-date scientific program on the market”

Module 1. Psychological Knowledge of Interest in the Speech-Therapy Field

- 1.1. Child and Adolescent Psychology
 - 1.1.1. First Approach to Child and Adolescent Psychology
 - 1.1.1.1. What Does the Field of Child and Adolescent Psychology Study?
 - 1.1.1.2. How Has It Evolved Over the Years?
 - 1.1.1.3. What Different Theoretical Orientations Can a Psychologist Follow?
 - 1.1.1.4. The Cognitive-Behavioral Model
 - 1.1.2. Psychological Symptoms and Mental Disorders in Childhood and Adolescence
 - 1.1.2.1. Difference Between Sign, Symptom, and Syndrome
 - 1.1.2.2. Definition of Mental Disorder
 - 1.1.2.3. Classification of Mental Disorders: DSM 5 and ICD-11
 - 1.1.2.4. Difference Between Psychological Problem or Difficulty and Mental Disorder
 - 1.1.2.5. Comorbidity
 - 1.1.2.6. Common Problems Addressed in Psychological Care
 - 1.1.3. Skills Required for Professionals Working With Children and Adolescents
 - 1.1.3.1. Essential Knowledge
 - 1.1.3.2. Main Ethical and Legal Aspects in Work With Children and Adolescents
 - 1.1.3.3. Personal Characteristics and Skills of the Professional
 - 1.1.3.4. Communication Skills
 - 1.1.3.5. Play in Clinical Settings
 - 1.1.4. Main Procedures in Psychological Assessment and Intervention in Childhood and Adolescence
 - 1.1.4.1. Decision to Seek Help and Request for Assistance in Children and Adolescents
 - 1.1.4.2. Interview
 - 1.1.4.3. Hypothesis Development and Assessment Instruments
 - 1.1.4.4. Functional Analysis and Explanatory Hypotheses of Difficulties
 - 1.1.4.5. Goal Setting
 - 1.1.4.6. Psychological Intervention
 - 1.1.4.7. Follow-Up
 - 1.1.4.8. The Psychological Report: Key Aspects



- 1.1.5. Benefits of Working With Other Individuals Involved in the Child's Life
 - 1.1.5.1. Parents
 - 1.1.5.2. Education Professionals
 - 1.1.5.3. The Speech Therapist
 - 1.1.5.4. The Psychologist
 - 1.1.5.5. Other Professionals
- 1.1.6. The Relevance of Psychology From the Speech Therapist's Perspective
 - 1.1.6.1. The Importance of Prevention
 - 1.1.6.2. The Influence of Psychological Symptoms on Speech-Therapy Rehabilitation
 - 1.1.6.3. The Importance of Detecting Possible Psychological Symptoms
 - 1.1.6.4. Referral to the Appropriate Professional
- 1.2. Internalizing Problems: Anxiety
 - 1.2.1. Concept of Anxiety
 - 1.2.2. Detection: Main Manifestations
 - 1.2.2.1. Emotional Dimension
 - 1.2.2.2. Cognitive Dimension
 - 1.2.2.3. Psychophysiological Dimension
 - 1.2.2.4. Behavioral Dimension
 - 1.2.3. Risk Factors for Anxiety
 - 1.2.3.1. Individual Factors
 - 1.2.3.2. Contextual Factors
 - 1.2.4. Conceptual Distinctions
 - 1.2.4.1. Anxiety and Stress
 - 1.2.4.2. Anxiety and Fear
 - 1.2.4.3. Anxiety and Phobia
 - 1.2.5. Fears in Childhood and Adolescence
 - 1.2.5.1. Difference Between Developmental Fears and Pathological Fears
 - 1.2.5.2. Developmental Fears in Infants
 - 1.2.5.3. Developmental Fears in Pre-School
 - 1.2.5.4. Developmental Fears in School-Age Children
 - 1.2.5.5. Main Fears and Concerns in Adolescence
 - 1.2.6. Some of the Main Anxiety Disorders and Problems in Childhood and Adolescence
 - 1.2.6.1. School Refusal
 - 1.2.6.1.1. Concept
 - 1.2.6.1.2. Distinguishing School Anxiety, School Refusal, and School Phobia
 - 1.2.6.1.3. Main Symptoms
 - 1.2.6.1.4. Prevalence
 - 1.2.6.1.5. Etiology
 - 1.2.6.2. Pathological Fear of the Dark
 - 1.2.6.2.1. Concept
 - 1.2.6.2.2. Main Symptoms
 - 1.2.6.2.3. Prevalence
 - 1.2.6.2.4. Etiology
 - 1.2.6.3. Separation Anxiety
 - 1.2.6.3.1. Concept
 - 1.2.6.3.2. Main Symptoms
 - 1.2.6.3.3. Prevalence
 - 1.2.6.3.4. Etiology
 - 1.2.6.4. Specific Phobia
 - 1.2.6.4.1. Concept
 - 1.2.6.4.2. Main Symptoms
 - 1.2.6.4.3. Prevalence
 - 1.2.6.4.4. Etiology
 - 1.2.6.5. Social Phobia
 - 1.2.6.5.1. Concept
 - 1.2.6.5.2. Main Symptoms
 - 1.2.6.5.3. Prevalence
 - 1.2.6.5.4. Etiology
 - 1.2.6.6. Panic Disorder
 - 1.2.6.6.1. Concept
 - 1.2.6.6.2. Main Symptoms
 - 1.2.6.6.3. Prevalence
 - 1.2.6.6.4. Etiology

- 1.2.6.7. Agoraphobia
 - 1.2.6.7.1. Concept
 - 1.2.6.7.2. Main Symptoms
 - 1.2.6.7.3. Prevalence
 - 1.2.6.7.4. Etiology
- 1.2.6.8. Generalized Anxiety Disorder
 - 1.2.6.8.1. Concept
 - 1.2.6.8.2. Main Symptoms
 - 1.2.6.8.3. Prevalence
 - 1.2.6.8.4. Etiology
- 1.2.6.9. Obsessive Compulsive Disorder
 - 1.2.6.9.1. Concept
 - 1.2.6.9.2. Main Symptoms
 - 1.2.6.9.3. Prevalence
 - 1.2.6.9.4. Etiology
- 1.2.6.10. Post-Traumatic Stress Disorders
 - 1.2.6.10.1. Concept
 - 1.2.6.10.2. Main Symptoms
 - 1.2.6.10.3. Prevalence
 - 1.2.6.10.4. Etiology
- 1.2.7. Possible Interference of Anxiety Symptoms in Speech-Therapy Rehabilitation
 - 1.2.7.1. In Articulation Rehabilitation
 - 1.2.7.2. In Reading and Writing Rehabilitation
 - 1.2.7.3. In Voice Rehabilitation
 - 1.2.7.4. In Dysphemia Rehabilitation
- 1.3. Internalizing Problems: Depression
 - 1.3.1. Concept
 - 1.3.2. Detection: Main Manifestations
 - 1.3.2.1. Emotional Dimension
 - 1.3.2.2. Cognitive Dimension
 - 1.3.2.3. Psychophysiological Dimension
 - 1.3.2.4. Behavioral Dimension
 - 1.3.3. Risk Factors for Depression
 - 1.3.3.1. Individual Factors
 - 1.3.3.2. Contextual Factors
 - 1.3.4. Evolution of Depressive Symptomatology Across Development
 - 1.3.4.1. Symptoms in Children
 - 1.3.4.2. Symptoms in Adolescents
 - 1.3.4.3. Symptoms in Adults
 - 1.3.5. Some of the Main Depression Disorders and Problems in Childhood and Adolescence
 - 1.3.5.1. Major Depressive Disorder
 - 1.3.5.1.1. Concept
 - 1.3.5.1.2. Main Symptoms
 - 1.3.5.1.3. Prevalence
 - 1.3.5.1.4. Etiology
 - 1.3.5.2. Persistent Depressive Disorder
 - 1.3.5.2.1. Concept
 - 1.3.5.2.2. Main Symptoms
 - 1.3.5.2.3. Prevalence
 - 1.3.5.2.4. Etiology
 - 1.3.5.3. Disruptive Mood Dysregulation Disorder
 - 1.3.5.3.1. Concept
 - 1.3.5.3.2. Main Symptoms
 - 1.3.5.3.3. Prevalence
 - 1.3.5.3.4. Etiology
 - 1.3.6. Interference of Depressive Symptomatology in Speech-Therapy Rehabilitation
 - 1.3.6.1. In Articulation Rehabilitation
 - 1.3.6.2. In Reading and Writing Rehabilitation
 - 1.3.6.3. In Voice Rehabilitation
 - 1.3.6.4. In Dysphemia Rehabilitation



- 1.4. Externalizing Problems: Main Disruptive Behaviors and Their Characteristics
 - 1.4.1. Factors Contributing to the Development of Behavior Problems
 - 1.4.1.1. In Childhood
 - 1.4.1.2. In Adolescence
 - 1.4.2. Disobedient and Aggressive Behavior
 - 1.4.2.1. Disobedience
 - 1.4.2.1.1. Concept
 - 1.4.2.1.2. Manifestations
 - 1.4.2.2. Aggressiveness
 - 1.4.2.2.1. Concept
 - 1.4.2.2.2. Manifestations
 - 1.4.2.2.3. Types of Aggressive Behaviors
 - 1.4.3. Some of the Main Behavioral Disorders in Childhood and Adolescence
 - 1.4.3.1. Oppositional Defiant Disorder
 - 1.4.3.1.1. Concept
 - 1.4.3.1.2. Main Symptoms
 - 1.4.3.1.3. Facilitating Factors
 - 1.4.3.1.4. Prevalence
 - 1.4.3.1.5. Etiology
 - 1.4.3.2. Conduct Disorder
 - 1.4.3.2.1. Concept
 - 1.4.3.2.2. Main Symptoms
 - 1.4.3.2.3. Facilitating Factors
 - 1.4.3.2.4. Prevalence
 - 1.4.3.2.5. Etiology
 - 1.4.4. Hyperactivity and Impulsivity
 - 1.4.4.1. Hyperactivity and its Manifestations
 - 1.4.4.2. Relationship Between Hyperactivity and Disruptive Behavior
 - 1.4.4.3. Development of Hyperactive and Impulsive Behaviors Over Time
 - 1.4.4.4. Problems Associated With Hyperactivity/Impulsivity

- 1.4.5. Jealousy
 - 1.4.5.1. Concept
 - 1.4.5.2. Main Manifestations
 - 1.4.5.3. Possible Causes
- 1.4.6. Behavior Problems at Mealtimes or Bedtime
 - 1.4.6.1. Common Problems at Bedtime
 - 1.4.6.2. Common Problems at Mealtimes
- 1.4.7. Interference of Behavior Problems in Speech-Therapy Rehabilitation
 - 1.4.7.1. In Articulation Rehabilitation
 - 1.4.7.2. In Reading and Writing Rehabilitation
 - 1.4.7.3. In Voice Rehabilitation
 - 1.4.7.4. In Dysphemia Rehabilitation
- 1.5. Attention
 - 1.5.1. Concept
 - 1.5.2. Brain Areas Involved in Attentional Processes and Main Characteristics
 - 1.5.3. Classification of Attention
 - 1.5.4. Influence of Attention on Language
 - 1.5.5. Influence of Attention Deficits on Speech-Therapy Rehabilitation
 - 1.5.5.1. In Articulation Rehabilitation
 - 1.5.5.2. In Reading and Writing Rehabilitation
 - 1.5.5.3. In Voice Rehabilitation
 - 1.5.5.4. In Dysphemia Rehabilitation
 - 1.5.6. Specific Strategies to Enhance Different Types of Attention
 - 1.5.6.1. Tasks That Promote Sustained Attention
 - 1.5.6.2. Tasks That Promote Selective Attention
 - 1.5.6.3. Tasks That Promote Divided Attention
 - 1.5.7. The Importance of Coordinated Intervention With Other Professionals



- 1.6. Executive Functions
 - 1.6.1. Concept
 - 1.6.2. Brain Areas Involved in Executive Functions and Main Characteristics
 - 1.6.3. Components of Executive Functions
 - 1.6.3.1. Verbal Fluency
 - 1.6.3.2. Cognitive Flexibility
 - 1.6.3.3. Planning and Organization
 - 1.6.3.4. Inhibition
 - 1.6.3.5. Decision-Making
 - 1.6.3.6. Reasoning and Abstract Thinking
 - 1.6.4. Influence of Executive Functions on Language
 - 1.6.5. Specific Strategies for Training Executive Functions
 - 1.6.5.1. Strategies That Enhance Verbal Fluency
 - 1.6.5.2. Strategies That Enhance Cognitive Flexibility
 - 1.6.5.3. Strategies That Enhance Planning and Organization
 - 1.6.5.4. Strategies That Enhance Inhibition
 - 1.6.5.5. Strategies That Enhance Decision-Making
 - 1.6.5.6. Strategies That Enhance Reasoning and Abstract Thinking
 - 1.6.6. The Importance of Coordinated Intervention With Other Professionals
- 1.7. Social Skills I: Related Concepts
 - 1.7.1. Social Skills
 - 1.7.1.1. Concept
 - 1.7.1.2. The Importance of Social Skills
 - 1.7.1.3. Different Components of Social Skills
 - 1.7.1.4. Dimensions of Social Skills
 - 1.7.2. Communication
 - 1.7.2.1. Communication Difficulties
 - 1.7.2.2. Effective Communication
 - 1.7.2.3. Components of Communication
 - 1.7.2.3.1. Characteristics of Verbal Communication
 - 1.7.2.3.2. Characteristics of Non-Verbal Communication and Its Components
 - 1.7.3. Communication Styles
 - 1.7.3.1. Inhibited Style
 - 1.7.3.2. Aggressive Style
 - 1.7.3.3. Assertive Style
 - 1.7.3.4. Benefits of an Assertive Communication Style
 - 1.7.4. Parenting Styles
 - 1.7.4.1. Concept
 - 1.7.4.2. Indulgent Permissive Parenting Style
 - 1.7.4.3. Neglectful Permissive Parenting Style
 - 1.7.4.4. Authoritarian Parenting Style
 - 1.7.4.5. Democratic Parenting Style
 - 1.7.4.6. Consequences of Different Parenting Styles in Children and Adolescents
 - 1.7.5. Emotional Intelligence
 - 1.7.5.1. Intrapersonal and Interpersonal Emotional Intelligence
 - 1.7.5.2. Basic Emotions
 - 1.7.5.3. The Importance of Recognizing Emotions in Oneself and Others
 - 1.7.5.4. Emotional Regulation
 - 1.7.5.5. Strategies to Promote Adequate Emotional Regulation
 - 1.7.6. Self-Esteem
 - 1.7.6.1. Concept of Self-Esteem
 - 1.7.6.2. Difference Between Self-Concept and Self-Esteem
 - 1.7.6.3. Characteristics of Low Self-Esteem
 - 1.7.6.4. Factors Associated With Low Self-Esteem
 - 1.7.6.5. Strategies to Foster Self-Esteem
 - 1.7.7. Empathy
 - 1.7.7.1. Concept of Empathy
 - 1.7.7.2. Is Empathy the Same as Sympathy?
 - 1.7.7.3. Types of Empathy
 - 1.7.7.4. Theory of Mind
 - 1.7.7.5. Strategies to Foster Empathy
 - 1.7.7.6. Strategies to Work on Theory of Mind

- 1.8. Social Skills II: Specific Guidelines for Managing Different Situations
 - 1.8.1. Communicative Intent
 - 1.8.1.1. Factors to Consider When Starting a Conversation
 - 1.8.1.2. Specific Guidelines for Initiating a Conversation
 - 1.8.2. Joining an Ongoing Conversation
 - 1.8.2.1. Specific Guidelines for Joining an Ongoing Conversation
 - 1.8.3. Maintaining Dialogue
 - 1.8.3.1. Active Listening
 - 1.8.3.2. Specific Guidelines for Maintaining Conversations
 - 1.8.4. Conversational Closure
 - 1.8.4.1. Difficulties Encountered When Ending Conversations
 - 1.8.4.2. Assertive Style in Conversational Closure
 - 1.8.4.3. Specific Guidelines for Ending Conversations in Different Circumstances
 - 1.8.5. Making Requests
 - 1.8.5.1. Non-Assertive Ways of Making Requests
 - 1.8.5.2. Specific Guidelines for Making Assertive Requests
 - 1.8.6. Refusing Requests
 - 1.8.6.1. Non-Assertive Ways of Refusing Requests
 - 1.8.6.2. Specific Guidelines for Refusing Requests Assertively
 - 1.8.7. Giving and Receiving Compliments
 - 1.8.7.1. Specific Guidelines for Giving Compliments
 - 1.8.7.2. Specific Guidelines for Accepting Compliments Assertively
 - 1.8.8. Responding to Criticism
 - 1.8.8.1. Non-Assertive Ways of Responding to Criticism
 - 1.8.8.2. Specific Guidelines for Responding Assertively to Criticism
 - 1.8.9. Requesting Behavior Change
 - 1.8.9.1. Reasons for Requesting Behavior Change
 - 1.8.9.2. Specific Strategies for Requesting Behavior Change
 - 1.8.10. Managing Interpersonal Conflicts
 - 1.8.10.1. Types of Conflict
 - 1.8.10.2. Non-Assertive Ways of Facing Conflict
 - 1.8.10.3. Specific Strategies for Facing Conflict Assertively
- 1.9. Behavior-Modification Strategies in Clinical Practice and for Increasing Motivation in Young Children in Session
 - 1.9.1. What Are Behavior-Modification Techniques?
 - 1.9.2. Techniques Based on Operant Conditioning
 - 1.9.3. Techniques for Initiating, Developing, and Generalizing Appropriate Behaviors
 - 1.9.3.1. Positive Reinforcement
 - 1.9.3.2. Token Economy
 - 1.9.4. Techniques for Reducing or Eliminating Inappropriate Behaviors
 - 1.9.4.1. Extinction
 - 1.9.4.2. Reinforcement of Incompatible Behaviors
 - 1.9.4.3. Response Cost and Removal of Privileges
 - 1.9.5. Punishment
 - 1.9.5.1. Concept
 - 1.9.5.2. Main Disadvantages
 - 1.9.5.3. Guidelines for Applying Punishment
 - 1.9.6. Motivation
 - 1.9.6.1. Concept and Main Characteristics
 - 1.9.6.2. Types of Motivation
 - 1.9.6.3. Main Explanatory Theories
 - 1.9.6.4. Influence of Beliefs and Other Variables on Motivation
 - 1.9.6.5. Main Manifestations of Low Motivation
 - 1.9.6.6. Guidelines to Foster Motivation in Clinical Settings



- 1.10. School Failure: Study Habits and Techniques From a Speech-Therapy and Psychological Perspective
 - 1.10.1. Concept of School Failure
 - 1.10.2. Causes of School Failure
 - 1.10.3. Consequences of School Failure in Children
 - 1.10.4. Factors Influencing School Success
 - 1.10.5. Aspects to Be Taken Care Of to Achieve Good Performance
 - 1.10.5.1. Sleep
 - 1.10.5.2. Nutrition
 - 1.10.5.3. Physical Activity
 - 1.10.6. The Role of Parents
 - 1.10.7. Some Study Guidelines and Techniques That Can Help Children and Adolescents
 - 1.10.7.1. Study Environment
 - 1.10.7.2. Organization and Planning of Study
 - 1.10.7.3. Time Management
 - 1.10.7.4. Underlining Techniques
 - 1.10.7.5. Schemes
 - 1.10.7.6. Mnemonic Devices
 - 1.10.7.7. Review
 - 1.10.7.8. Breaks

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A unique, essential and decisive learning experience to boost your professional development”

05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

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

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

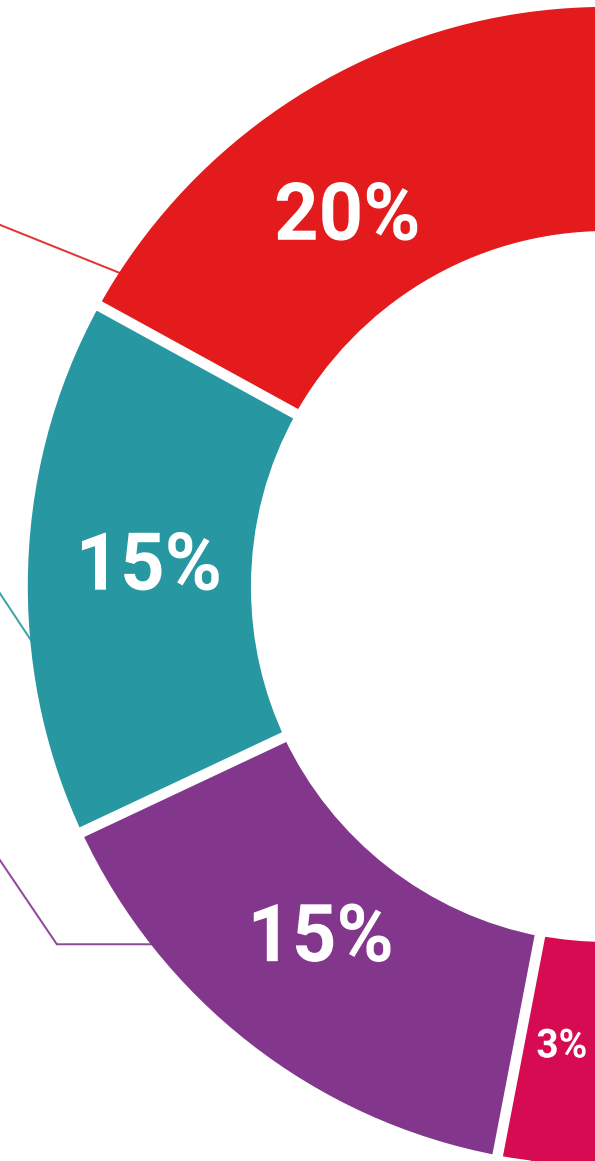
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

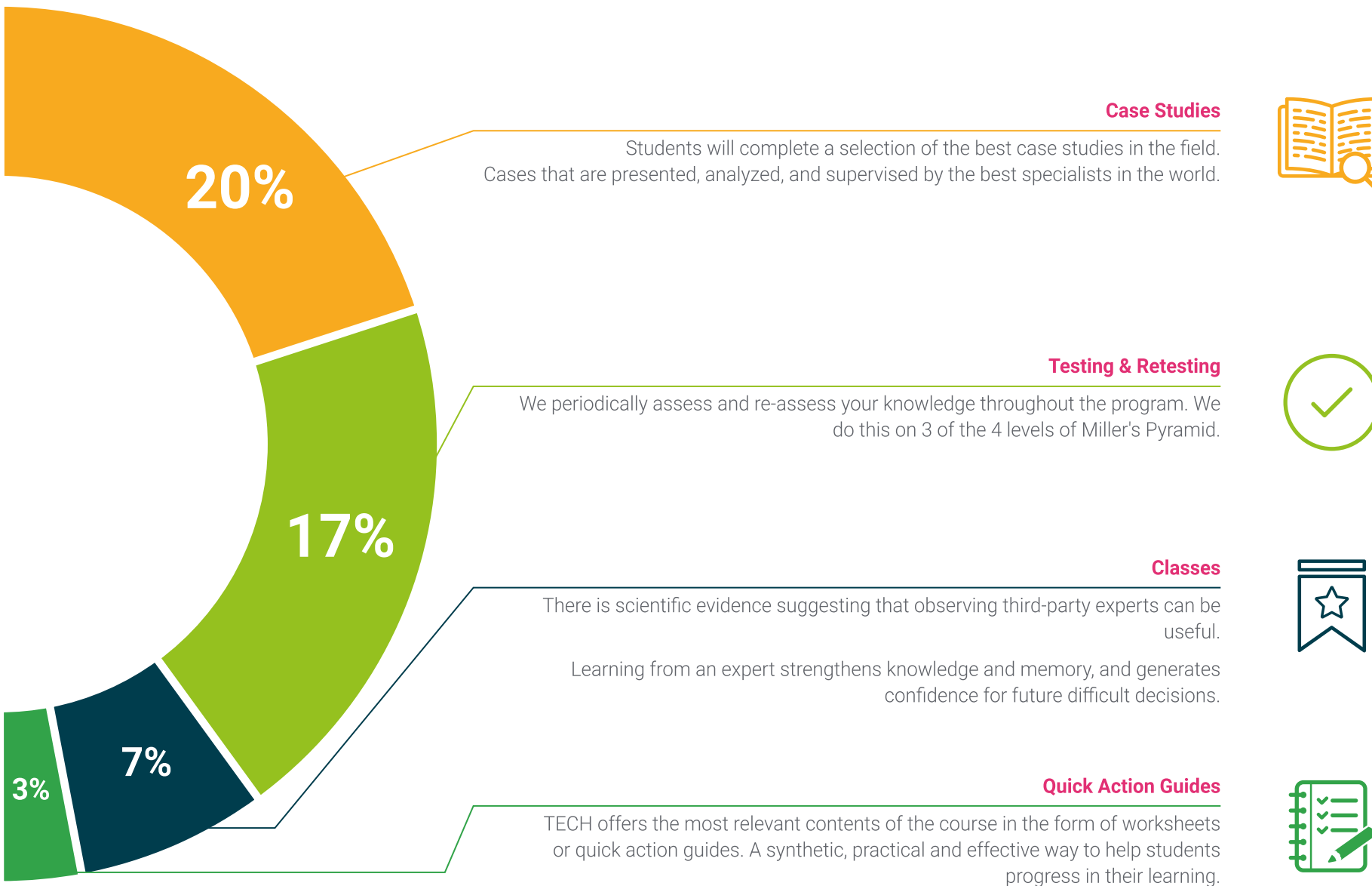
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Certificate

The Postgraduate Certificate in Applied Psychology for Speech-Therapy Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate issued by TECH Global University.



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

This private qualification will allow you to obtain a diploma for the **Postgraduate Certificate in Applied Psychology for Speech-Therapy Intervention** endorsed by TECH Global University, the world's largest online university.

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

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

Title: **Postgraduate Certificate in Applied Psychology for Speech-Therapy Intervention**

Modality: **online**

Duration: **8 weeks**

Accreditation: **6 ECTS**





Postgraduate Certificate
Applied Psychology
for Speech-Therapy
Intervention

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- » Exams: online

Postgraduate Certificate

Applied Psychology for Speech-Therapy Intervention

