

Neurodiversity-inclusive Healthcare

Postgraduate Certificate





Postgraduate Certificate

Our Postgraduate Certificate in Neurodiversity-inclusive Healthcare allows you to study for just six months and is a part-time, distance-learning course. The course is worth 60 credits and comprises three modules of 20 credits, each running over a period of six weeks.

Why Study Neurodiversity-inclusive Healthcare with us?

This Postgraduate Certificate in Neurodiversity-inclusive Healthcare is exclusively designed for healthcare professionals who hold a University undergraduate qualification in a medical field. This newly launched Postgraduate Certificate in Neurodiversity-inclusive Healthcare is designed to increase awareness and provide a greater understanding of neurodiversity, along with a critical need for healthcare professionals to cultivate specialised knowledge and skills within this context, with a focus on neuro-affirmative language, intersectionality, and trauma-informed practice.

With a completion time of just six months, you can now upskill in this crucial field faster than ever before, and you'll be better equipped to offer accurate diagnoses and choose appropriate treatment plans.

Successful completion of our online neurodiversity-inclusive healthcare course will add value to your CV and will enable you to rise to the challenges of delivering high-quality care to your patients within a complex primary and secondary care environment.

Unlike competitors who emphasise theoretical learning through extensive reading and essay writing, our PgCert in Neurodiversity-inclusive Healthcare focuses on practical, clinically-rich scenarios. We offer a multidisciplinary approach, enabling you to apply your knowledge in real-life situations alongside your day job.

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Course Modules

Module 1 - Neurodiversity and Autism Spectrum Disorder (ASD)

Module Aims

Providing a comprehensive introduction to neurodiverse conditions, this first module aims to develop a systematic understanding of Autism Spectrum Disorder, its impact on health, and the strategies for diagnosing and managing this condition in primary care settings.

Content Summary

- Autism diagnosis and classification
- Child assessment
- Adult assessment
- Autism management
- Autism and co-occurring conditions (Mood, addiction, OCD, Anxiety, ODD)
- The MDT approach in autism and how co-occurring conditions influence management

Learning Outcomes

1. Critically analyse the diagnostic criteria and classification systems used in the assessment of Autism Spectrum Disorder (ASD).
2. Critically evaluate the multidisciplinary team (MDT) approach in managing individuals with ASD, integrating advanced knowledge of co-occurring conditions.

Module 2 - Attention-Deficit / Hyperactivity Disorder (ADHD): Diagnosis and Management

Module Aims

This module aims to develop a systematic and advanced understanding of the process of diagnosing ADHD, and managing it in a primary care setting, focusing on the presentation, assessment, diagnosis and management of ADHD by exploring differential diagnoses, use of diagnostic tools, and collaboration with specialists.

Content Summary

- ADHD diagnosis and classification
- Child assessment
- Adult assessment (including specifically separate section ADHD in women and girls)
- ADHD and comorbidities
- Non-pharmacological management (parent training / CBT / coaching)
- Pharmacological treatment (stimulant and non-stimulant medication)

Learning Outcomes

1. Critically evaluate the latest research and best practice related to ADHD assessment methods and tools to systematically assess the appropriateness and limitations for individuals presenting in a range of primary care settings.
2. Systematically develop and critically evaluate assessment strategies for ADHD across the lifespan, that integrate evidence-based practices, individualised care plans, and interdisciplinary collaboration.

Module 3 - Other Neurodiverse Conditions: Implementing Inclusive Practices in Primary Care

Module Aims

To provide an advanced understanding of dyslexia, dyspraxia and other neurodiverse conditions in depth and to critically evaluate inclusive practices that can be implemented in primary care to manage these conditions, particularly where healthcare providers need to accommodate the needs of patients with dyslexia and dyspraxia through successful collaborations and exploring common challenges faced during the process.

Content Summary

- Dyslexia, dyscalculia and dyspraxia, dysgraphia
- Tourette, sensory processing disorder and developmental language disorder
- Complex case history presentations and assessing risk in neurodiversity (including criminality, substance misuse and addiction)
- Neurodiversity and trauma and understanding executive function
- Equality legislation, home, school, and workplace adaptations
- The neurodiverse movement - disorder or difference

Learning Outcomes

1. Critically evaluate the assessment and management of a range of neurodiverse conditions within a variety of settings.
2. Critically evaluate the wider implications associated with neurodivergent conditions to develop advanced and creative strategies to enhance inclusivity and accessibility across a variety of settings.

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Programme Leader - Dr Georgina Brown

Georgina Brown is an experienced General Practitioner with an Extended Role (GPwER) in the assessment, diagnosis, and treatment of ADHD.

She is a GP Principal and also Clinical Governance lead in a National private ADHD and Autism assessment service and holds responsibility for overseeing clinical standards within the service and a commitment to ensure the service remains current and actively evolves with the changing fields of ADHD Research.

She holds an additional service role in the creation and maintenance of administrative and clinical governance systems and staff training. She is a joint author of the Royal College of General Practitioners (RCGP) Framework for GP with an extended role in ADHD, Recent Vice Chair of the British association for Neurodiversity and continues her professional development within the European College of Neuropsychopharmacology, whose remit is exchanging and promoting research in the field of Neuropsychopharmacology, with a commitment to ensuring that advances in the understanding of brain function and human behaviour, are translated into better treatments and enhanced public health. As such she is presently working towards an additional European qualification of 'Specialist Expertise in ADHD'. She has a robust foundation in Clinical Governance and is also an Expert Witness for the General Medical Council evaluating the standards provided by doctors and past Medical Adviser to the Scottish Public Services Ombudsman (SPSO)

Over the years Dr Brown has contributed to both NHS and Private Service development and service improvements in both a direct and advisory role including committee representation with the British medical association. This includes chairing the BMA Equality and Diversity committee, representing Doctors on the Scottish council, leading the greater Glasgow and Clyde Scottish Deprivation Group, contributing to process Development within NHS24 and additional roles in Local NHS Children's service Development.



Teaching Methods

Our courses are conducted entirely online through our online learning platform. However, you will receive guidance throughout with tutor-stimulated academic discussions, which are based on clinically-rich case scenarios. These usually occur within groups of 10-15 students, allowing you to clearly communicate with both your tutor and fellow students.

You will participate in a combination of group and individual activities, which are recorded in a reflective journal. This innovative teaching method enables you to envisage the translation of your studies into your everyday work and practice.

Our dedicated Student Support Team is also available to help with any problems you may face. From navigating our online platform to advising you on deadlines, our team can assist with any questions or challenges you may have along the way.

Study skills week

Once you have secured your place on the course, you will be required to attend our Study Skills week. This will give you the opportunity to participate in workshops on Harvard referencing, scientific and reflective writing, and levels of evidence in preparation for your studies. It is compulsory for you to attend this induction, as it will provide you with a sturdy introduction to the course.

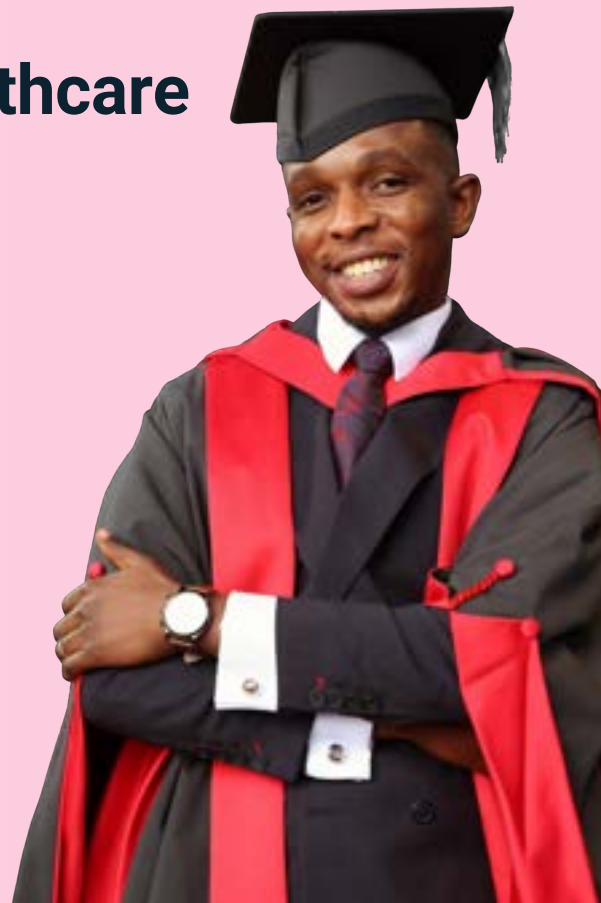
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Entry Requirements

Since our courses are conducted entirely online, they are accessible to both UK and international registered healthcare professionals.

Applicants will typically hold a first degree or equivalent (including international qualifications) in a relevant professional healthcare field, such as a medical or nursing degree.

Registered healthcare professionals without these recognised qualifications will be considered on an individual basis and a wide range of prior experience may be taken into account. In some cases, applicants may be asked to submit a piece of work for assessment in order to confirm that they are able to work comfortably at postgraduate level, and demonstrate the requisite clinical and professional knowledge.



Documents Required

- A copy of your updated CV including your address and date of birth.
- A copy of your undergraduate degree certificate.
- The name and email address of someone who is able to provide a reference, this can be a work colleague, employer or former tutor.
- A detailed personal statement explaining why you would like to undertake the course.
- A copy of your proof of English competency (see English language requirements).

English Language Requirements

Proficiency in the English language is also essential to completing our courses. If English is NOT your first language, we ask for proof of competency during the application process. We are able to accept an IELTS overall score of 6.0 (with a minimum of 5.5 for each band) or an equivalent qualification.

If you do not meet these requirements, please don't worry. The University of South Wales run a number of English Language Programmes at the Centre for International English to prepare you for your academic studies. You can also contact our admissions team on admissions@diploma-msc.com for more information on the qualifications we accept.

Should you have already successfully completed the 1 year Postgraduate Diploma and wish to convert to the MSc and complete only the second year of the programme this is possible. Please contact our admissions department admissions@diploma-msc.com to find out more.



What do our students think?

Since 2010, over 6000 students have progressed their medical career by enrolling in one of our qualifications. We ourselves have learned a lot during this time and continually seek to improve the student learning experience. Here is what some of our previous students have said:

"I found the online learning very interesting. It enabled me to save money and time."

Dr Imad Eddin Rahamtalla, Doctor

"I strongly recommend Diploma MSc to all those busy physicians who are working in remote areas and wish to upgrade their knowledge."

Dr Junaid Zaffar, Diabetologist

"The learning was fun and enjoyable. The course was awesome and it increased my confidence."

Dr Sankar Nath Jha, Assistant Professor

"I found learning with Diploma MSc interesting, it helped to update my academic knowledge."

Dr Prasanth Kinattupurayil, Doctor

"I love that it was flexible and that I could log in at my convenience. I found this course to be very in-depth, informative, challenging and stimulating."

Kerri-Ann Best PGDip, RD



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