

# Postgraduate Certificate

Approach to Students with  
Audiovisual Illnesses and  
their Impact on Learning for  
Psychologists



## Postgraduate Certificate

### Approach to Students with Audiovisual Illnesses and their Impact on Learning for Psychologists

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/in/psychology/postgraduate-certificate/approch-students-audiovidual-illnesses-impact-learning-psychologists](http://www.techtitute.com/in/psychology/postgraduate-certificate/approch-students-audiovidual-illnesses-impact-learning-psychologists)

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# 01

# Introduction

Audiovisual disorders are not only important in the sensory development of the students who suffer from them. This condition can pose serious obstacles to their personal development in other areas, emotional, social and intellectual. Given psychologists' prior training, they will find great opportunities to work in this field. But in order to achieve this, they are obliged to acquire the specific knowledge required for a comprehensive approach to these students. This high-intensity program has been created to offer this complete training in the course of a few weeks of work to psychologists who wish to train part of the high-quality teaching that the education system is demanding.



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*Include in your capabilities, comprehensive attention to the needs of students with audiovisual illnesses with an aim to boost learning and open your career to new avenues of growth”*

This comprehensive update arises in response to the increasing demand for training in special needs settings at schools. Organizations that work with disabled people, especially schools with special needs children, are subject to international regulations that now promote a new model of teaching. This approach represents a giant step forward from the obsolete segregationist system that has dominated until now, and it is designed to provide support that will have more realistic and effective chances to succeed in school integration.

To achieve these objectives, this Postgraduate Certificate will lead you through the knowledge that Therapeutic Pedagogy demands. The program will cover everything from communication with the family or legal guardians, which is at the center of any intervention, to the planning and development of the intervention processes themselves.

All these processes must adjust to the reality and possibilities of the needs of each student, in a totally individualized way. That is why TECH offers this intensive and complete study on how to adapt education using the most innovative tools and material resources, which will result in a process that really boosts student learning by identifying their optimal ways of facing each area of study.

Psychology and the approaches in educational sciences and neurology will serve as the basis for the work capacity that students will inevitably acquire. What is more, they will learn to interpret and use reports and publications in this field as tools for professional growth.

This **Postgraduate Certificate in Approach to Students with Audiovisual Illnesses and their Impact on Learning for Psychologists** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ Clinical cases presented by experts in managing students with audiovisual illnesses
- ◆ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional
- ◆ The latest news on the approach to students with Audiovisual Illnesses and their Impact on Learning
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Clinical and diagnostic imaging and testing iconography
- ◆ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ◆ With special emphasis on evidence-based medicine and research methodologies in managing students with Audiovisual Illnesses.
- ◆ 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



*A comprehensive compendium of ways to work with students with Audiovisual Illnesses that will boost your ability to intervene and succeed"*

“

*Learn how to motivate, understand and encourage your students in a complete Postgraduate Diploma created to propel you to another professional level”*

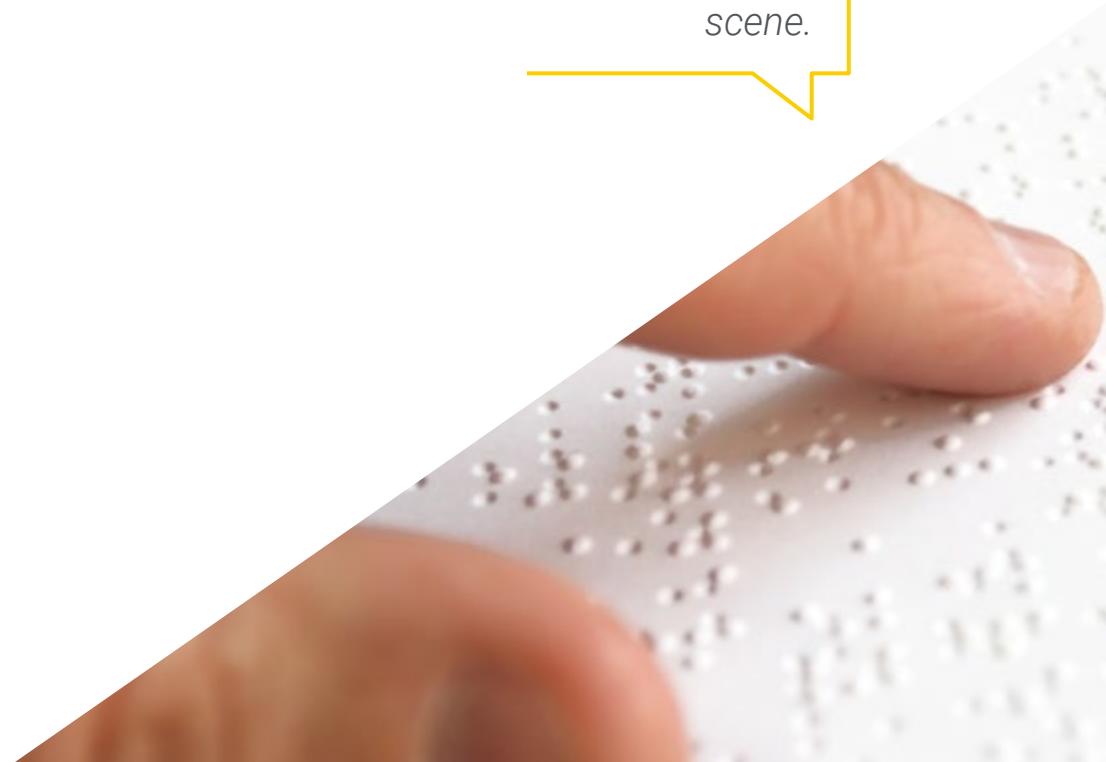
Its teaching staff includes expert professionals who bring the experience of their work to this training, as well as recognized specialists belonging to prestigious reference societies and universities.

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 training program designed to train in real situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative, interactive video system created by renowned and experienced research specialist.

*Develop specialist competencies in Therapeutic Pedagogy to offer your school quality work in this area of fundamental interest.*

*Learn in a simple, intensive and flexible way with the quality of the highest rated teaching models in the online teaching scene.*





# 02

# Objectives

The objectives of this program contemplate the educational needs of psychologists in this field. They have been established in a realistic manner, with the specific mission of offering students a very intensive training that will efficiently boost their professional advancement. A journey of personal growth that will take you to the top in your intervention as a psychologist.







“

*If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further. This training will give your career the boost it needs"*



## General Objectives

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- ◆ Know how Special Education has evolved, especially regarding international entities such as UNESCO
- ◆ Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- ◆ Collaborate in supporting families / legal guardians in the development of students
- ◆ Participate in the assessment and diagnosis of special educational needs
- ◆ Elaborate the adaptations required by students with special educational needs
- ◆ Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- ◆ Know the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students





### Specific Objectives

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- ♦ Define and know what the eye is, what its function or functions are, and what its possible diseases may be
- ♦ Recognize the most relevant eye diseases for further evaluation and intervention
- ♦ Define and know what the ear is, what its function or functions are, and what its possible diseases may be
- ♦ Classify and recognize the most relevant ear diseases for further evaluation and intervention

“

*Take the step and acquire the necessary working skills in Approaching Students with Audiovisual Illnesses and their Impact on Learning”*



# 03

# Course Management

The objectives of this program contemplate the educational needs of psychologists in this field. They have been established in a realistic manner, with the specific mission of offering students a very intensive training that will efficiently boost their professional advancement. A journey of personal growth that will take you to the top in your intervention as a psychologist.





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## Management



### Dr. Fernández, María Luisa Mariana

- ◆ Psychologist
- ◆ Therapeutic Pedagogy Teacher Specialist
- ◆ Educational Counselor in the Community of Madrid
- ◆ Department of Education
- ◆ President and founder of the Professional Association Guidance and Education in the Community of Madrid
- ◆ Member of COPOE and AIOSP

## Professors

### Ms. Ruiz Rodríguez, Rocío

- ◆ Master's Degree in Primary Education
- ◆ Therapeutic Pedagogy Specialist

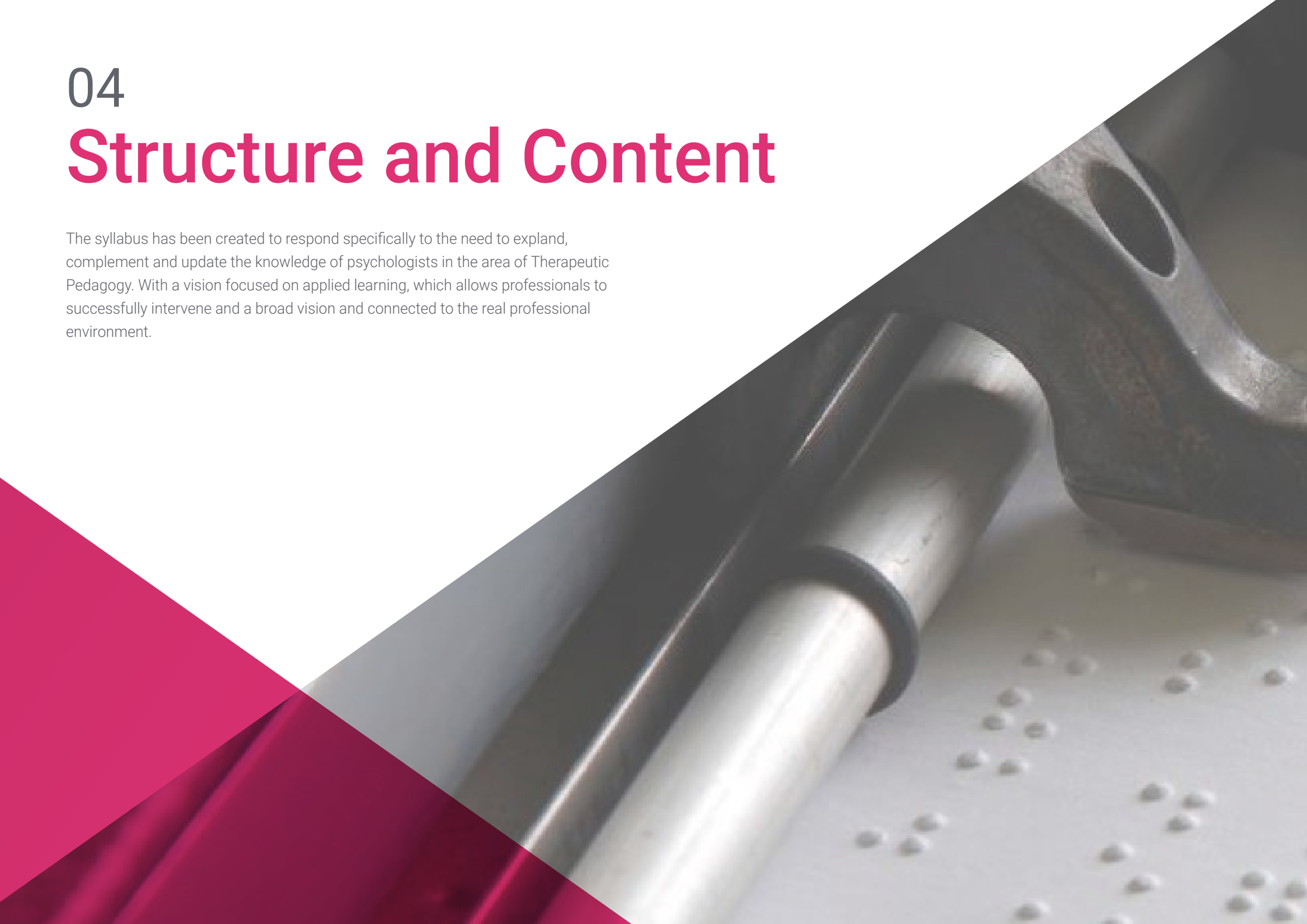




# 04

## Structure and Content

The syllabus has been created to respond specifically to the need to expand, complement and update the knowledge of psychologists in the area of Therapeutic Pedagogy. With a vision focused on applied learning, which allows professionals to successfully intervene and a broad vision and connected to the real professional environment.



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*A complete program created to offer psychologists an effective and fast learning process that is compatible with personal and professional life”*

## Module 1. Eye Diseases

- 1.1. Concept and Definition of the Eye and Its Diseases
  - 1.1.1. Introduction to the Nervous System
  - 1.1.2. Definition of the Eye and Function
  - 1.1.3. Parts of the Eye
  - 1.1.4. General Neuroanatomical Basis of the eye
  - 1.1.5. Description of the Visual Process
  - 1.1.6. Image Formation
  - 1.1.7. Normal and Binocular Vision
  - 1.1.8. Visual Perception
  - 1.1.9. Importance of the Visual System
  - 1.1.10. Definition of Eye Diseases
  - 1.1.11. Neurophthalmology
- 1.2. Classification of Eye Diseases
  - 1.2.1. Congenital Diseases
  - 1.2.2. Syndromes with Ocular Involvement
  - 1.2.3. Colorblindness
  - 1.2.4. Infectious Agents
  - 1.2.5. Diseases Associated with Refraction Defects
  - 1.2.6. Diseases Concerning the Neuroanatomy of the Eye (Cornea, Retina and Optic Nerve)
  - 1.2.7. Amblyopia
  - 1.2.8. Strabismus
  - 1.2.9. Visual Impairment
  - 1.2.10. Ocular Trauma
- 1.3. Neurological Basis for Development and Learning
  - 1.3.1. Human Development Pyramid
  - 1.3.2. Developmental Phases
  - 1.3.3. Developmental Levels
  - 1.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
  - 1.3.5. General Outline of Neurodevelopment
  - 1.3.6. Sensory and Perception Neurodevelopment in Childhood
  - 1.3.7. Early Sensation Development
  - 1.3.8. Color Perception Development
  - 1.3.9. Perceptual Organization Development
  - 1.3.10. Motion Perception
- 1.4. Incidents in Developmental Stages
  - 1.4.1. Risk Factors in Developmental Stages
  - 1.4.2. Development of the Visual System at Birth
  - 1.4.3. Development of Sensory Systems during Infancy
  - 1.4.4. Implications for Visual Attention
  - 1.4.5. Implication for Visual Memory
  - 1.4.6. Implications for Reading Skills
  - 1.4.7. Influence of Vision on the Visuomotor System and its Development
  - 1.4.8. Incidents in the Development of Reading Skills in the Learning Process
  - 1.4.9. Incidents in the Development of Writing Skills in the Learning Process
  - 1.4.10. Other Incidents
- 1.5. Multiprofessional Coordination
  - 1.5.1. Therapeutic Pedagogy Teacher Specialist
  - 1.5.2. Hearing and Speech Teacher Specialist
  - 1.5.3. Special Education Monitors during Schooling
  - 1.5.4. Educators
  - 1.5.5. Curricular Support Teachers
  - 1.5.6. Deafness and Blindness Mediators
  - 1.5.7. Social Educators
  - 1.5.8. Educational Guidance Teams
  - 1.5.9. Specialized Educational Guidance Teams
  - 1.5.10. Guidance Departments
  - 1.5.11. Professional Eye Disease Doctors
- 1.6. Documentation and Organization According to Student Needs
  - 1.6.1. Psychopedagogic Evaluation
  - 1.6.2. Neuropsychopedagogic Reports
  - 1.6.3. Ophthalmological Reports
  - 1.6.4. Medical Documentation Specific to the Disease



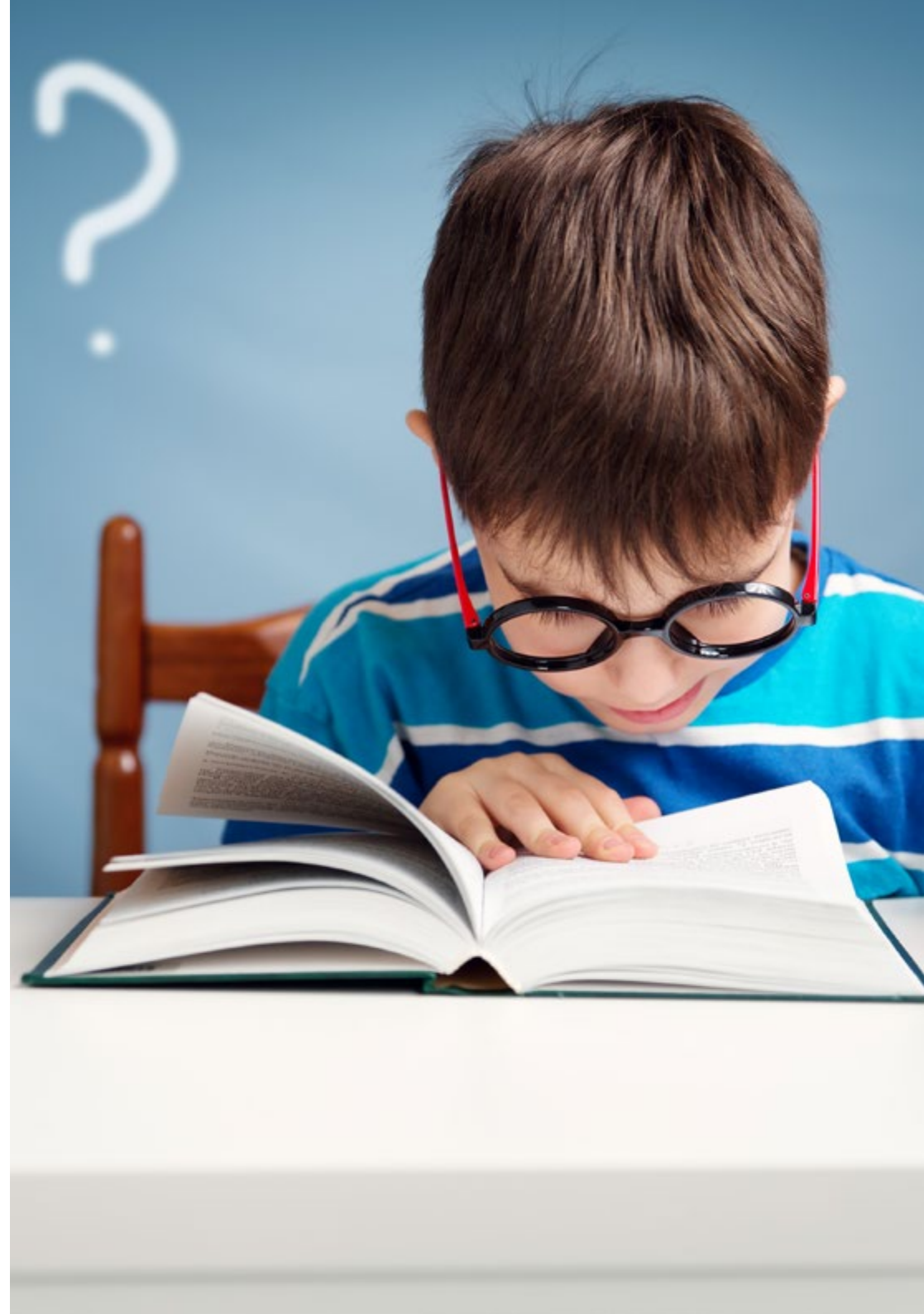


- 1.6.5. Disorder Monitoring
- 1.6.6. School Documentation
- 1.6.7. Social Services
- 1.6.8. Social Organization
- 1.6.9. Center Organization
- 1.6.10. Classroom Organization
- 1.6.11. Family Organization
- 1.7. Educational Intervention According to Developmental Stages
  - 1.7.1. Adaptations at the Education Center Level
  - 1.7.2. Adaptations at the Classroom Level
  - 1.7.3. Adaptations at the Personal Level
  - 1.7.4. Computer Supplies
  - 1.7.5. Educational Intervention in Early Childhood
  - 1.7.6. Educational Intervention in Second Childhood
  - 1.7.7. Educational Intervention in Maturity
  - 1.7.8. Intervention to Promote Visual Capacity
  - 1.7.9. Educational Intervention to Promote the Reading-Writing Process
  - 1.7.10. Intervention with Families
- 1.8. Adapted Tools and Supplies
  - 1.8.1. Tools to Work with Visually Impaired Students
  - 1.8.2. Tools to Work with Visually Disabled Students
  - 1.8.3. Adapted Individual Supplies
  - 1.8.4. Adapted Collective Supplies
  - 1.8.5. Visual Skills Programs
  - 1.8.6. Adapting Curricular Elements
- 1.9. School-Based Socio-Community Intervention
  - 1.9.1. Concept of Socio-Community Intervention
  - 1.9.2. Student Body Schooling
  - 1.9.3. Child Socialization
  - 1.9.4. Extracurricular Outings
  - 1.9.5. Family Circle

- 1.9.6. Relation Between Family and School
- 1.9.7. Peer Relationships
- 1.9.8. Leisure and Free Time
- 1.9.9. Professional training
- 1.9.10. Social Inclusion
- 1.10. Disease Evaluation and Prognosis
  - 1.10.1. Signs of Visual Problems
  - 1.10.2. Attitudinal Observation of the Student
  - 1.10.3. Ophthalmologic examination
  - 1.10.4. Psychopedagogic Evaluation
  - 1.10.5. Assessing the Degree of Adjustment for Visual Disabilities
  - 1.10.6. Differences Associated with Visual Pathology
  - 1.10.7. Family Coexistence Analysis
  - 1.10.8. Functional Vision Student Evaluation Test
  - 1.10.9. Visual Stimulation Programs and Ranges
  - 1.10.10. Visual Rehabilitation

## Module 2. Ear Diseases

- 2.1. Concept and Definition of the Ear and Its Diseases
  - 2.1.1. Introduction to the Nervous System
  - 2.1.2. Definition of the Ear and Function
  - 2.1.3. Parts of the Ear
  - 2.1.4. General Neuroanatomical Basis of the Ear
  - 2.1.5. Development of the Auditory System
  - 2.1.6. Balance System
  - 2.1.7. Description of the Auditory Process
  - 2.1.8. Auditory Perception
  - 2.1.9. Importance of the Auditory System
  - 2.1.10. Definition of Ear Diseases





- 2.2. Classification of Ear Diseases
  - 2.2.1. Congenital Diseases
  - 2.2.2. Infectious Agents
  - 2.2.3. Diseases of the Outer Ear
  - 2.2.4. Diseases of the Middle Ear
  - 2.2.5. Diseases of the Inner Ear
  - 2.2.6. Hearing Loss Classification
  - 2.2.7. Psychobiological Aspects of Hearing Loss
  - 2.2.8. Ear Trauma
- 2.3. Neurological Basis for Development and Learning
  - 2.3.1. Human Development Pyramid
  - 2.3.2. Developmental Phases
  - 2.3.3. Developmental Levels
  - 2.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
  - 2.3.5. General Outline of Neurodevelopment
  - 2.3.6. Sensory and Perception Neurodevelopment in Childhood
  - 2.3.7. Development of Auditory Processing Related to Language
  - 2.3.8. Social Development
- 2.4. Incidents in Developmental Stages
  - 2.4.1. Risk Factors in Developmental Stages
  - 2.4.2. Development of the Hearing System at Birth
  - 2.4.3. Development of Sensory Systems during Infancy
  - 2.4.4. Influence of Hearing on Balance Development in the Early Stages of Learning
  - 2.4.5. Communication Difficulties
  - 2.4.6. Motor Coordination Difficulties
  - 2.4.7. Influence on Attention
  - 2.4.8. Functional Implications
  - 2.4.9. Implications for Reading Skills
  - 2.4.10. Emotional Incidents
- 2.5. Multiprofessional Coordination
  - 2.5.1. Therapeutic Pedagogy Teacher Specialist
  - 2.5.2. Hearing and Speech Teacher Specialist
  - 2.5.3. Special Education Monitors during Schooling
  - 2.5.4. Educators
  - 2.5.5. Curricular Support Teachers
  - 2.5.6. Sign Language Professionals
  - 2.5.7. Deafness and Blindness Mediators
  - 2.5.8. Social Educators
  - 2.5.9. Educational Guidance Teams
  - 2.5.10. Specialized Educational Guidance Teams
  - 2.5.11. Guidance Departments
  - 2.5.12. Professional Eye Disease Doctors
- 2.6. Documentation and Organization According to Student Needs
  - 2.6.1. Psychopedagogic Evaluation
  - 2.6.2. Neuropsychopedagogic Reports
  - 2.6.3. Medical Reports
  - 2.6.4. Audiometries
  - 2.6.5. Acumetry
  - 2.6.6. Tympanometry
  - 2.6.7. Supraliminal Tests
  - 2.6.8. Stapedial Reflex
  - 2.6.9. School Documentation
  - 2.6.10. Center Organization
  - 2.6.11. Classroom Organization
  - 2.6.13. Social and Family Organization
- 2.7. Educational Intervention According to Developmental Stages
  - 2.7.1. Adaptations at the Education Center Level
  - 2.7.2. Adaptations at the Classroom Level
  - 2.7.3. Adaptations at the Personal Level
  - 2.7.4. Logopedic Intervention According to Developmental Stages
  - 2.7.5. Educational Intervention in Early Childhood

- 2.7.6. Educational Intervention in Second Childhood
- 2.7.7. Educational Intervention in Maturity
- 2.7.8. Alternative and Augmentative Communication Systems
- 2.7.9. Intervention to Stimulate Auditory Capacity
- 2.7.10. Educational Intervention to Improve Linguistic Capacity
- 2.7.11. Intervention with Families
- 2.8. Adapted Tools and Supplies
  - 2.8.1. Tools to Work with Visually Impaired Students
  - 2.8.2. Tools to Work with Visually Disabled Students
  - 2.8.3. Adapted Individual Supplies
  - 2.8.4. Adapted Collective Supplies
  - 2.8.5. Auditory Skills Programs
  - 2.8.6. Adapting Shared Spaces
  - 2.8.7. Adapting Curricular Elements
  - 2.8.8. ICT Influences
  - 2.8.9. Auditory Technical Assistance
  - 2.8.10. Auditory Stimulation Programs
- 2.9. School-Based Socio-Community Intervention
  - 2.9.1. Concept of Socio-Community Intervention
  - 2.9.2. Student Body Schooling
  - 2.9.3. Student Schooling
  - 2.9.4. Child Socialization
  - 2.9.5. Extracurricular Outings
  - 2.9.6. Family Circle
  - 2.9.7. Relation Between Family and School
  - 2.9.8. Peer Relationships
  - 2.9.9. Leisure and Free Time
  - 2.9.10. Professional training
  - 2.9.11. Social Inclusion



- 2.10. Disease Evaluation and Prognosis
  - 2.10.1. Signs of Hearing Problems
  - 2.10.2. Subjective Hearing Tests
  - 2.10.3. Objective Hearing Tests
  - 2.10.4. Psychopedagogic Evaluation
  - 2.10.5. ENT Physician Evaluation
  - 2.10.6. The Audiologist's Role
  - 2.10.7. Speech Therapist Evaluation
  - 2.10.8. Social Services Role
  - 2.10.9. Family Coexistence Analysis
  - 2.10.10. Treatment

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*A unique, key, and decisive  
experience to boost your  
professional development”*

05

# Methodology

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

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





“

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

## At TECH we use the Case Method

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

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



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.



“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

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

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



## Relearning Methodology

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

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



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

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

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.





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



#### Study Material

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

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



#### Latest Techniques and Procedures on Video

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



#### Interactive Summaries

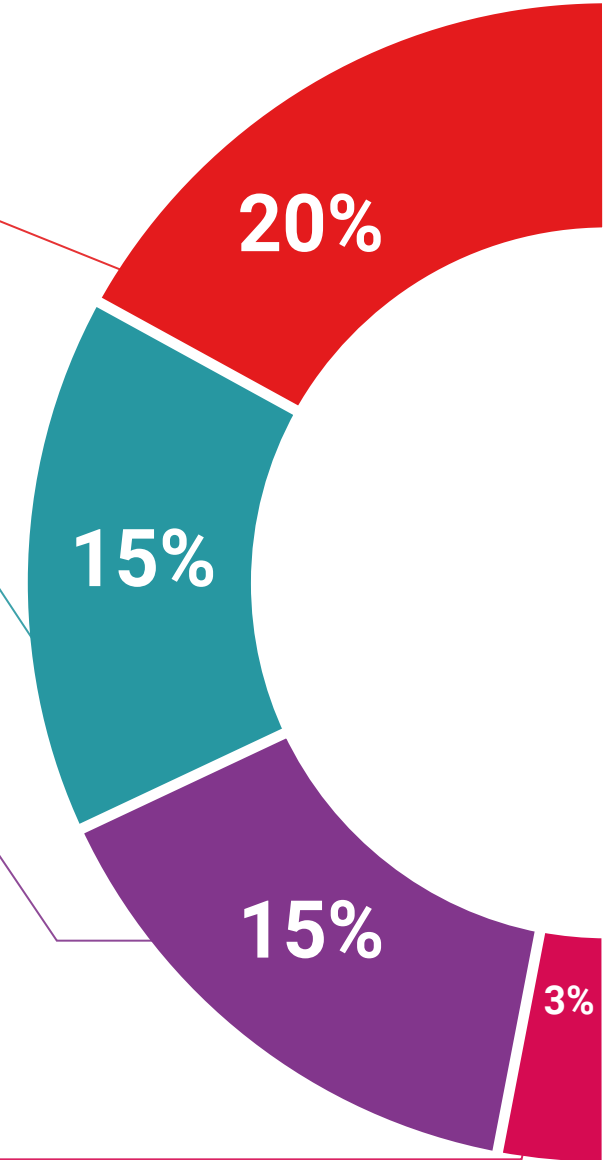
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

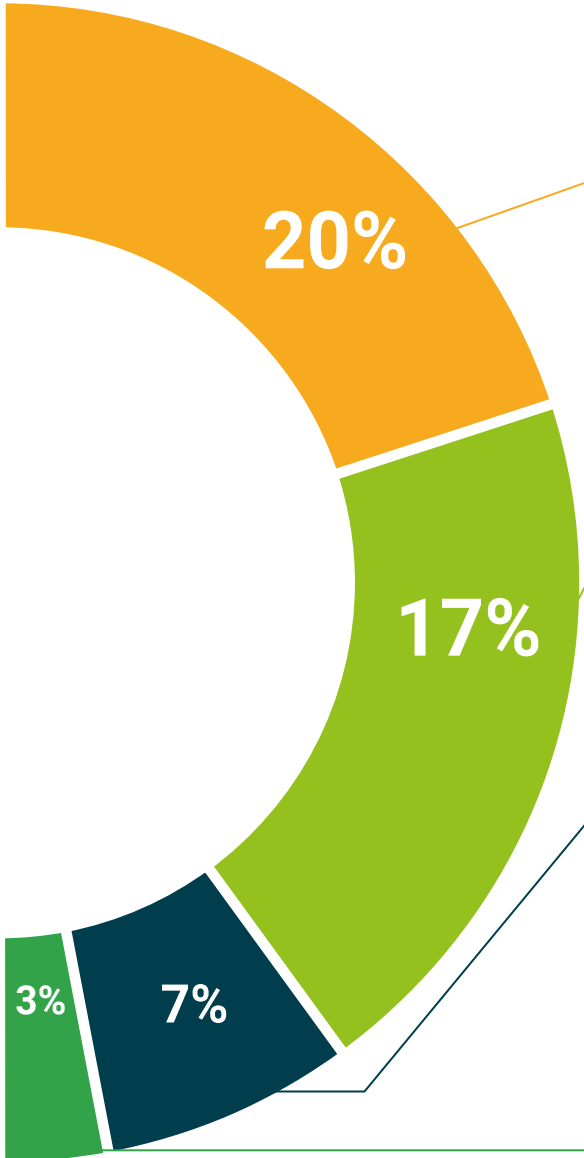
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

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





#### 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.





06

# Certificate

The Postgraduate Certificate in Approach to Students with Audiovisual Illnesses and their Impact on Learning for Psychologists guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



“

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

This **Postgraduate Certificate in Approach to Students with Audiovisual Illnesses and their Impact on Learning for Psychologists** contains the most complete and up-to-date education on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by job markets, competitive professional career evaluation committees.

Title: **Postgraduate Certificate in Approach to Students with Audiovisual Illnesses and their Impact on Learning for Psychologists**

Official Number of Hours: **275 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION 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 quality  
development language  
virtual classroom



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