

Postgraduate Certificate Educational Intervention in Visual Impairment





Postgraduate Certificate Educational Intervention in Visual Impairment

- » Modality: online
- » Duration: 2 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/in/psychology/postgraduate-certificate/educational-intervention-visual-impairment

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01

Introduction

More and more children and adolescents are coming to the psychologist's office with poor academic performance, and the reason may lie in their vision. In fact, visual abilities are often assumed in the academic environment, so there is not enough knowledge for the detection of problems associated with a visual impairment or disability, which requires qualified and trained personnel. This degree offers a broad and complete vision of the complex world of the visual system and its implications in the academic field, gathering, through its convenient 100% online format, the different theoretical and practical approaches that will help graduates to expand and update their knowledge in only 12 weeks.





TECH Technological University offers you a complete Diploma Course in which you will learn how to identify visual impairments more effectively and how to treat children and adolescents in your practice based on the latest developments in the field"

Patients with visual impairments require, for their correct development, a series of specific adaptations and interventions that allow their potential to evolve as normally as possible, but adapted to their possibilities. To this end, it is essential to have specialists (including psychology professionals) specifically trained in this type of clinical cases, in order to provide a broader and more complete vision in the diagnosis and treatment of this type of patient.

In response to this demand, this Diploma in Educational Intervention in Visual Impairment has been developed, a complete program that will give graduates the tools to expand and update their knowledge in this area, allowing them to offer a more effective and comprehensive service to their patients and intervene so that they can lead a life adapted to normality, always taking into account the limitations of their visual impairment.

It is a 100% online degree, designed by experts in psychology and pedagogy that includes 300 hours of the best theoretical and practical content in the sector. In addition, graduates will find in its Virtual Classroom real clinical cases accompanied by additional material in audiovisual format, complementary readings and research articles that will allow them to delve deeper into the aspects they consider most relevant for their professional career.

This **Postgraduate Certificate in Educational Intervention in Visual Impairment** contains the most complete and up-to-date program on the market. The most important features include:

- ◆ Practical cases presented by experts in psychology applied to academics
- ◆ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Its special emphasis on innovative methodologies
- ◆ 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



Accessing this Diploma will be the first step you will take to become a psychologist knowledgeable about visual impairments and their correct intervention in the educational stage"

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This Diploma will provide you with the keys to develop an action and intervention plan according to the learning pace of the visually impaired"

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its 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 education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

Delving into congenital and acquired disabilities will allow you to design an action protocol adapted to the requirements of each case.

You will have access to the entire syllabus from day one, which will allow you to organize this academic experience based on your own availability and schedule.



02

Objectives

The development of this Diploma in Educational Intervention in Visual Impairment has been developed with the aim that specialists find in the same degree the tools that allow them to update and expand their knowledge in only 300 hours. This is only possible thanks to the best theoretical and practical content, designed by experts with years of experience in the sector and designed for the professional improvement of psychologists.



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This degree is the boost your career needs to achieve the career goals you've always wanted"



General Objectives

- ◆ Update knowledge on the importance of the visual system in the classroom, with special emphasis on the appearance or presence of visual deficiencies or problems and future intervention, in order to increase the quality of professional praxis
- ◆ Introduce specialists in the wide world of visual problems in the psychologist's office, and to know the different contributions from the study of vision in school performance and potential intervention
- ◆ Know the tools used to detect visual problems and the different alternative interventions used, as well as curricular adaptation or adaptation of classroom materials
- ◆ Develop skills and abilities by encouraging continuous instruction and research



Knowing in detail the psychomotor difficulties of visual impairment will help you to effectively contextualize patients with these pathologies and to offer them a more accurate treatment"





Specific Objectives

- ◆ Identify classroom difficulties associated with visual impairment
- ◆ Learn about the design and implementation visual impairment intervention
- ◆ Establish the detection and identification of visual impairment
- ◆ Understand adapting the pace of learning in the face of visual impairment
- ◆ Identify how to manage the timing of tasks in the face of visual impairment
- ◆ Design orientation techniques for the visually impaired
- ◆ Learn the definition of congenital blindness
- ◆ Discover acquired blindness
- ◆ Classify blindness according to type
- ◆ Introduce the evolution of blindness
- ◆ Discern the stages of development in blind people
- ◆ Understand cognitive development in blind people
- ◆ Learn about neural plasticity in blind people
- ◆ Learn about early multi-sensory stimulation
- ◆ Understand the role of the family in the blind
- ◆ Distinguish peer influence in the classroom in the blind

03

Course Management

The teaching staff of this Diploma in Educational Intervention in Visual Impairment is characterized by its human and professional quality. It is a group of experts in psychology that will provide the graduates with all the tools that will help them to broaden their knowledge and become the best qualified professionals, which will have a significant impact on the service they will offer to their patients.



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You will be able to request personalized tutorials to share with the teaching team your opinions and resolve any doubts that may arise throughout the academic experience"

Management



Mr. Vallejo Salinas, Ignacio

- ♦ Optometrist and Director of Mejor Visión Center
- ♦ Director of Mejor Visión Center
- ♦ Collaborator of the NGO Abre sus Ojos
- ♦ Co-founder and former president of the International Society of Developmental Optometry
- ♦ Master's Degree of Science in Clinical Optometry from the Pennsylvania College of Optometry, USA
- ♦ Master's Degree in Clinical Optometry from the European University of Madrid
- ♦ Diploma in Optics and Optometry from the University of Granada
- ♦ Diploma in Optics from the Complutense University of Madrid

Professors

Dr. Vallejo Bermejo, Miguel

- ♦ Technical Director and Optometric Audiologist of the Postas Group
- ♦ Doctorate in Health Science and Technology from CEU San Pablo University
- ♦ Master's Degree in Visual Rehabilitation from the University of Valladolid
- ♦ Higher Technician in Prosthetic Audiology by the European University
- ♦ Expert in Pediatric Optometry and Low Vision by the European University

Ms. Vallejo Sicilia, Lara

- ♦ Psychologist at Mejor Visión Center
- ♦ Visual Therapist in health institutions of the Community of Madrid
- ♦ Master's Degree in Clinical and Health Psychology by Camilo José Cela University
- ♦ Degree in Psychology from the Camilo José Cela University

Ms. Jiménez Romero, Yolanda

- ◆ Pedagogical advisor and external educational collaborator
- ◆ Academic Coordinator Online University Campus
- ◆ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ◆ Creation of Educational Contents INTEF. Ministry of Education and Science
- ◆ Degree in Primary Education, English specialization
- ◆ Psychopedagogy. International University of Valencia
- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ Master's Degree in Emotional Intelligence. Specialist in NPL

Dr. Fuentes Najas, José Antonio

- ◆ Optometry and Low Vision Specialist
- ◆ Director and owner of the Fuentes Najas Optometry Center in Seville
- ◆ Secretary of the Spanish Society for specialists in Low Vision
- ◆ Professor of Optometry and Low Vision at the University of Seville
- ◆ Optician - Optometrist graduated from the University of Madrid and Granada
- ◆ Master's Degree in Clinical Optometry
- ◆ Low Vision Specialist by Lighthouse New York
- ◆ Member of the Federópticos Group

Dr. De la Serna, Juan Moisés

- ◆ Psychologist and Writer expert in Neurosciences
- ◆ Writer specializing in Psychology and Neurosciences
- ◆ Author of the Open Chair in Psychology and Neurosciences
- ◆ Scientific disseminator
- ◆ PhD in Psychology
- ◆ Degree in Psychology. University of Seville
- ◆ Master's Degree in Neurosciences and Behavioral Biology Pablo de Olavide University, Seville
- ◆ Expert in Teaching Methodology. La Salle University
- ◆ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED
- ◆ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- ◆ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ◆ Trainer of Trainers. Official College of Psychologists of Andalusia

03

Structure and Content

TECH Technological University is aware of the critical role psychologists play in the treatment of patients with visual impairments and how they can influence their academic development. For this reason, it has designed, together with its group of experts, this Diploma in Educational Intervention in Visual Impairment based on the most complete and current information in the area, so that it serves the graduates as a guide in their professional improvement and provides them with everything they need to know to manage these clinical cases using the most effective protocols.





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In the Virtual Classroom you will find real clinical cases presented by TECH Technological University team of experts and oriented to put into practice what has been developed throughout the syllabus"

Module 1. The Visual System and Learning

- 1.1. Visual Development and Learning
 - 1.1.1. Evolutionary Development of Vision
 - 1.1.2. Visual Problem Indicators in Learning
- 1.2. Vision and Academic Failure
 - 1.2.1. Symptomatology of Visual Problems at School
 - 1.2.2. Detection of Visual Problems at School
- 1.3. Attention Processes and Perceptual Learning
 - 1.3.1. Attention Models
 - 1.3.2. Types of care
- 1.4. Perceptual Processes in Learning I
 - 1.4.1. Visual Discrimination
 - 1.4.2. Constancy of Form
- 1.5. Perceptual Processes in Learning II
 - 1.5.1. Visual Closure
 - 1.5.2. Background Figure
- 1.6. Perceptual Processes in Learning III
 - 1.6.1. Laterality
 - 1.6.2. Visuospatial Organization
- 1.7. Perceptual Processes in Learning IV: Memory
 - 1.7.1. Visual Memory
 - 1.7.2. Auditory Memory
 - 1.7.3. Multisensorial Memory
- 1.8. Attention and Visual Perception Problems
 - 1.8.1. Attention Deficit Disorder with or without Hyperactivity
 - 1.8.2. Reading Problems: Delayed Reading Acquisition
 - 1.8.3. Writing Problems
- 1.9. Problems Associated with Visual Information Processing
 - 1.9.1. Discrimination Difficulties
 - 1.9.2. Closure and Inversion Difficulties
- 1.10. Problems Associated with Visual Memory
 - 1.10.1. Short-Term Memory Difficulties vs. Long-Term Visual
 - 1.10.2. Difficulties with Other Memory Like Semantic Memory





- 1.11. Other Vision-Related Learning Problems
 - 1.11.1. Mental Disability and Intellectual Disability
 - 1.11.2. Other Development Disorders
- 1.12. Educational Intervention in Visual Impairment
 - 1.12.1. Curricular Adaptations to Visual Impairment
 - 1.12.2. Media Adaptations to Visual Impairment

Module 2. Visual Disability and Educational Intervention

- 2.1. Defining Visual Disability
- 2.2. Visual Impairment and Blindness in Child Development
- 2.3. Intervention in Early Years of Life: Early Care
- 2.4. Educational Inclusion: The Specific Educational Support Needs of Students with Visual Impairment
- 2.5. Educational Inclusion: Curricular Adaptations for Students with Visual Impairment
- 2.6. Visual Stimulation and Rehabilitation
- 2.7. Braille Reading and Writing System
- 2.8. Tiflotechnology and Assistive Technology for Educational Use
- 2.9. Deaf-Blindness Intervention

“*A degree designed based on the most advanced pedagogical methodology and with a clear objective: that you become a psychologist prepared to safely care for school-age patients with visual impairment*”

04

Methodology

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

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



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

At TECH we use the Case Method

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

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



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

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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.



05

Certificate

The Postgraduate Certificate in Educational Intervention and Visual Impairment guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Educational Intervention in Visual Impairment** contains the most complete and up-to-date program 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 labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Educational Intervention in Visual Impairment**
Official N° of Hours: **300 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.



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