Professional Master's Degree
Visual Skills and School Performance for Psychologists

tech technological university

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Professional Master's Degree
Visual Skills and School Performance for Psychologists

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

Website: **www.techtitute.com/us/psychology/professional-master-degree/master-visual-skills-school-performance-psychologists**

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01

Introduction

Visual abilities and school performance are directly interconnected and, many times, they are not correctly associated when children display low performance in school. This is because, sometimes, there is professionals lack the knowledge to detect problems related to visual impairment or disability, which is why qualified and prepared personnel are required. This degree seeks to instruct psychology professionals in everything related to school performance and visual skills in order to provide them with a new vision in their professional practice that will allow them to be more effective in their daily work. All this through a 100% online program directed by experts and focused on the professional improvement of graduates.

Learn about the latest advances in Visual Skills and School Performance for Psychologists and improve your daily practice as a psychologist with this Professional Master's Degree from TECH"

Nowadays, visual disorders affect millions of people around the world, and in many cases, they are detected early in children. The most common disorders such as myopia, hyperopia, astigmatism and presbyopia can seriously affect their school performance and behavior, which is why psychology specialists must have a broad and complete vision of the complex world of the visual system and its implications in different areas of life.

Thanks to this Professional Master's Degree in Visual Skills and School Performance for Psychologists, graduates will be able to better understand how the system functions, its problems and the best intervention practices, so that they can have different application options at their disposal for their jobs and according to their interest. In this degree, aspects related to visual impairment are addressed from the field of psychology, without losing sight of the determining role in academic performance.

All this is presented from the perspective of educational intervention through material and curricular adaptations to increase the academic possibilities of people with visual problems or disabilities.

Specialists will have access, with this 100% online program, to the latest advances in psychological intervention at a theoretical level, in addition to learning how to apply it in present or future professions, thus offering a qualitative advantage over other professionals in the field. Additionally, it is an opportunity to join the labor market or get promoted, with extensive theoretical and practical knowledge that will improve your skills in performing your job.

This **Professional Master's Degree in Visual Skills and School Performance for Psychologists** 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 eminently practical contents with which they are created, provide 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

Improve your knowledge in Visual Skills and School Performance for Psychologists through this program, where you will find the best didactic material with real clinical cases"

Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree designed especially with psychology professionals in mind"

Update your knowledge in Visual Skills and School Performance for Psychologists and get a degree endorsed by the world's largest online university.

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious 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 immersive training programmed to train in real situations.

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

02

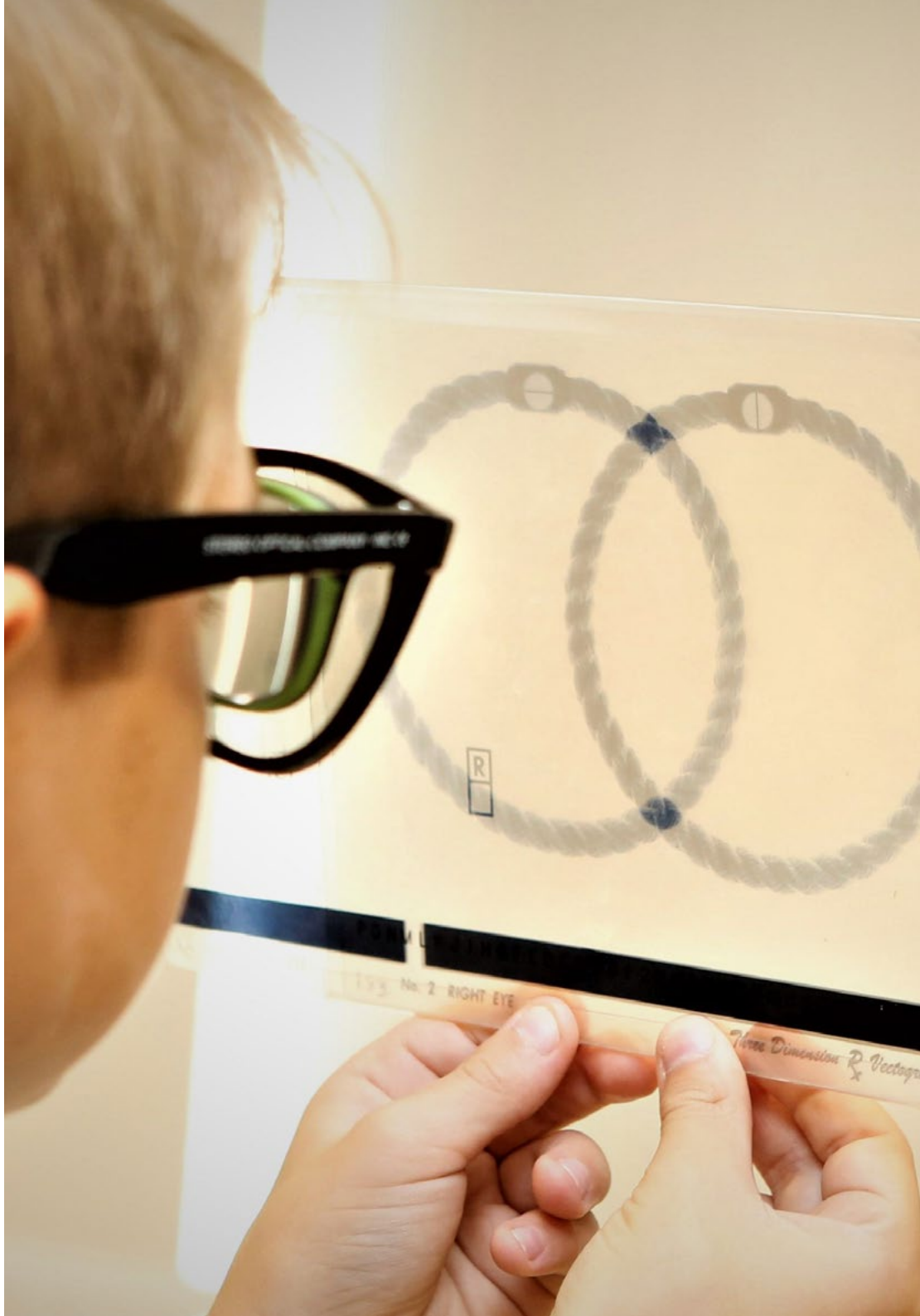
Objectives

The main program objective is to develop theoretical and practical learning so that psychologists can effectively and rigorously master the skills that allow them to develop an action protocol focused on academics for patients with visual impairment. Thus, professionals will be able to discern between those people whose visual abilities are having an impact on their school results and prescribe the appropriate therapy or measures to help these patients. This will allow students to enter a labor market that is increasingly demanding expert professionals in the field.

This Professional Master's Degree will allow you to broaden your knowledge in Visual Abilities and School Performance for Psychologists from a psychological point of view and using the latest educational technology"

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



Specific Objectives

Module 1. Fundamentals of Learning

- Understand the peculiarities of adult learning
- Recognize the role the senses play in learning
- Observe perception in learning
- Explore attention in learning
- Solve attention-related problems in learning: ADHD.

Module 2. Neurolinguistics

- Discover the neurons and neural networks associated with vision
- Learn about the specialized neurons of the eye, the rods and cones
- Introduce the sympathetic nervous system
- Understand the parasympathetic nervous system
- Distinguish between ocular nerves and ocular tracts
- Learn about the visual cortex

Module 3. Ocular Pathology

- Discover paralytic strabismus
- Learn about refractive strabismus
- Introduce monocular amblyopia
- Distinguish bilateral amblyopia
- Understand congenital nystagmus
- Learn about infantile nystagmus
- Identify myopia

Module 4. The Visual System and Reading

- Discover the process of reading
- Learn about the developments associated with reading
- Introduce oral speech skills in reading
- Discern phonological awareness in reading
- Understand the logographic phase of reading
- Learn about the alphabetic phase of reading

Module 5. The Visual System and Writing

- Discover the process of writing
- Learn about the development associated with writing
- Evaluate the planning module in writing
- Understand the intervention of the planning module in writing
- Understand the intervention of the lexical modules in writing

Module 6. The Visual System and Learning

- Discover the evolutionary development of vision
- Introduce the development of vision in the educational environment
- Discern visual attention in learning
- Understand visual perception in learning
- Classify primary and association visual areas

Module 7. Visual Disability and Learning

- Discover congenital visual impairment
- Learn about acquired visual impairment
- Establish the degree of vision
- Classify visual impairment by type
- Understand motor impairment associated with vision

Module 8. Educational Intervention in Visual Impairment

- 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

Module 9. Blindness and Learning

- 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

Module 10. Educational Intervention in Blindness

- Learn how to work with congenital blindness
- Know the symptomatology of acquired blindness
- Introduce posture and motor skills intervention in the blind
- Understand speech and communication intervention in the blind
- Understand the role of adaptations in reading and writing with braille
- Select the best pedagogical adaptations for the blind based on the times

03

Skills

After completing this Professional Master's Degree in Visual Skills and School Performance for Psychologists, specialists will have acquired the professional competencies required to practice-based on the latest advances in the area. Consequently, their capacity to act in the consulting room will be boosted by means of extensive and comprehensive knowledge based on weighty arguments obtained from the most innovative academic experience on the market.

Master new methodologies, strategies and protocols in the field of Visual Skills and School Performance for Psychologists with this Professional Master's Degree"

General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study
- Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- Know how to clearly and unambiguously communicate their conclusions (and the ultimate knowledge and rationale behind them) to specialized and non-specialized audiences
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

Expand your knowledge in a theoretical and practical way, through a 100% online academic experience and with a syllabus that will guarantee your professional success"

Specific Skills

- Recognize skill deficiencies
- Understand academic difficulties
- Explore learning in infancy
- Explain the embryological development of the visual system and its adaptation according to the different vital stages of human beings
- Describe visual structures and their integration into the senses and learning skills
- Describe ocular pathologies and their different repercussions on learning, in childhood and throughout life
- Understand the intervention of adapted behaviors in learning in cases of visual impairment
- Introduce psychomotor stimulation for visual impairment
- Understand the detection of visual skills
- Understand the reinforcement of visual abilities
- Discover how to identify and locate objects in visual impairment
- Identify the orientation system in the face of visual impairment
- Introduce the detection and identification of places for the visually impaired
- Learn about intervention in visual organization in blind people
- Establish curricular adaptations of reading and writing in ink in blind people
- Identify the confusion of external information in the visually impaired
- Understand the problems of imitation in visual impairment
- Understand the slower cognitive development in the visually impaired
- Understand the need for more information in visual impairment
- Introduce the detection and intervention of congenital vision problems
- Know the classification and symptomatology of acquired visual problems
- Discover the detection and intervention of acquired visual problems

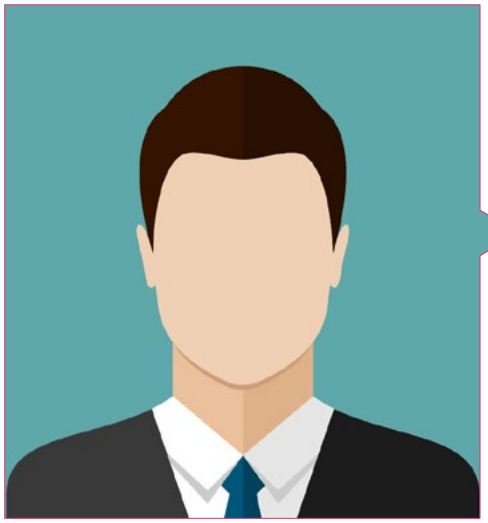
04

Course Management

The direction of this Professional Master's Degree in Visual Skills and School Performance for Psychologists has been carried out by a team of experts in the field of Psychology and Pedagogy, who have extensive professional experience and a great commitment to the profession and to teaching. That is why they will be at graduates' disposal to consult any doubts that may arise during the academic experience and to discuss the issues generated by the syllabus.

This Professional Master's Degree will help you grow personally and professionally with experts in psychology and neuroscience"

Management



Mr. Vallejo Salinas, Ignacio

- Diploma in Optics and Optometry from the University of Granada
- Diploma in Optics from the Complutense University of Madrid
- Master's Degree in Clinical Optometry from the European University of Madrid
- Science Master's Degree in Clinical Optometry from Pennsylvania College of Optometry (U.S.A.)
- Primitive Reflex Therapist and T.M.R.

Professors

Dr. De la Serna, Juan Moisés

- PhD in Psychology
- Master's Degree in Neurosciences and Behavioral Biology
- Director of the Open Chair of Psychology and Neurosciences and science communicator

Ms. Jiménez Romero, Yolanda

- Degree in Primary Education, English specialization
- Educational psychologist
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner
- Specialized Teacher in High Intellectual Ability
- Co-director, Author and Teacher in Different University Educational Projects

Mr. Vallejo Bermejo, Miguel

- Degree in Optics and Optometry
- Advanced Technician in Prosthetic Audiology
- Master's Degree in Visual Rehabilitation and Postgraduate Diploma in Pediatric Optometry and Visual Therapy
- Lecturer for the Degree in Optics
- Teacher for the Optometry and Audiology Training Cycle at CEU San Pablo University
- Lecturer for the Advanced Degree in Prosthetic Audiology at ISEP, for the Degree in Values and Leadership Training at CEU ILEAD and for the different modules at the Center for Creative Leadership

Mr. Fuentes Najas, José Antonio

- Diploma in Optics and Optometry
- Master's Degree in Clinical Optometry
- Low Vision Specialist
- Professor of Optometry and Low Vision at the University of Seville
- Director of the Fuentes Najas Optometry Center in Seville

Ms. Vallejo Sicilia, Lara

- Degree in Psychology
- Master's Degree in Clinical and Health Psychology
- Professional experience as a Health Psychologist

05

Structure and Content

The content structure has been designed by a team of psychology professionals from the best educational centers and universities in the country, who are aware of the current relevance of innovative Instructions, and who are committed to quality teaching through new educational technologies. Thus, this knowledge will be the psychologist's main asset when it comes to entering a labor market brimming with professional growth opportunities.

A comprehensive academic program, structured in well-developed teaching units, oriented towards efficient and faster learning that is compatible with your personal and professional life"

Module 1. Fundamentals of Learning and School Performance

1.1. Defining Learning
- 1.1.1. Understanding Learning
- 1.1.2. Types of Learning

1.2. The Characteristics of Learning
- 1.2.1. Learning Classification
- 1.2.2. Theories on Learning

1.3. Learning Assessment
- 1.3.1. Learning in Childhood
- 1.3.2. Learning in Adolescence

1.4. Basic Processes in Learning
- 1.4.1. The Sensation Process in Learning
- 1.4.2. The Perception Process in Learning

1.5. Attention Processes in Learning
- 1.5.1. The Process of Attention in Learning
- 1.5.2. Attention Problems in Learning

1.6. Cognitive Processes and Metacognitive Learning
- 1.6.1. The Cognitive Process in Learning
- 1.6.2. The Process of Metacognition in Learning

1.7. Evolution of Psychological Processes in Learning
- 1.7.1. Origin of Psychological Processes in Learning
- 1.7.2. Evolution of Psychological Processes in Learning

1.8. The Role of the Family in Education
- 1.8.1. The family as the First Socializing Agent in Learning
- 1.8.2. Family Educational Models

1.9. The Educational Context
- 1.9.1. Features of Non-formal Education
- 1.9.2. Features of Formal Education

1.10. Learning Difficulties
- 1.10.1. Difficulties due to Cognitive Impairments
- 1.10.2. Difficulties in Academic Performance

Module 2. Neurolinguistics

2.1. Language and the Brain
- 2.1.1. Communicative Processes of the Brain
- 2.1.2. The Brain and Speech

2.2. The Psycholinguistic Context
- 2.2.1. Foundations of Psycholinguistics
- 2.2.2. The Brain and Psycholinguistics

2.3. Language Development vs. Neural Development
- 2.3.1. Neural Foundations of Language
- 2.3.2. Neural Development of Language

2.4. Critical Language Periods
- 2.4.1. Childhood and Language
- 2.4.2. Adulthood and Language

2.5. The Brain in Bilingualism
- 2.5.1. Native Language at the Neural Level
- 2.5.2. Multiple Languages at the Neural Level

2.6. Intelligence vs. Language
- 2.6.1. Intelligence and Linguistic Development
- 2.6.2. Types of Intelligence and Language

2.7. Language in Childhood
- 2.7.1. Phases of Language in Childhood
- 2.7.2. Difficulties in Childhood Language Development

2.8. Language in Adolescence
- 2.8.1. Adolescence Language Development
- 2.8.2. Language Difficulties in Adolescence

2.9. Language in the Elderly
- 2.9.1. Adulthood Language Development
- 2.9.2. Language Difficulties in Adulthood

2.10. Psychopathology and Language
- 2.10.1. Clinical Language Psychology
- 2.10.2. Personality and Language

Module 3. The Visual System

3.1. The Visual Nervous System
- 3.1.1. Neurons and Neuronal Network in the Eye
- 3.1.2. Poles and Cones

3.2. The Peripheral Visual Nervous System
- 3.2.1. Sympathetic Nervous System
- 3.2.2. Parasympathetic Nervous System

3.3. The Central Visual Nervous System
- 3.3.1. Nerves and Ocular Tracts
- 3.3.2. The Visual Cortex

3.4. Eye Embryology
- 3.4.1. Ectoderm
- 3.4.2. Mesoderm

3.5. Childhood Visual Development
- 3.5.1. Infant Eye Development
- 3.5.2. Visual Development in the First Year of Life

3.6. Ontogenetic Development
- 3.6.1. Monocular Reflexes
- 3.6.2. Binocular Reflexes

3.7. Adolescence Visual Development
- 3.7.1. Adolescent Visual Development

3.8. Neurodegenerative Pathologies
- 3.8.1. Visual Development in Neurodegenerative Pathologies

3.9. Congenital Visual Problems
- 3.9.1. Classification and Symptomatology
- 3.9.2. Detection and Intervention

3.10. Acquired Visual Problems
- 3.10.1. Classification and Symptomatology
- 3.10.2. Detection and Intervention

Module 4. Visual Dysfunctions

4.1. Extraocular Muscles
- 4.1.1. Straight Muscles
- 4.1.2. Oblique Muscles

4.2. Eye Movements I
- 4.2.1. Ductions
- 4.2.2. Versions

4.3. Eye Movements II
- 4.3.1. Convergent
- 4.3.2. Divergence

4.4. Associated with Parallelism
- 4.4.1. Non-paralytic Strabismus
- 4.4.2. Refractive Strabismus

4.5. Intraocular Muscles
- 4.5.1. Ciliary Muscles
- 4.5.2. Lens Muscles

4.6. Muscles Associated to Vision Loss in One Eye
- 4.6.1. Monocular Amblyopia
- 4.6.2. Bilateral Amblyopia

4.7. Associated to Accommodation
- 4.7.1. Insufficient/Excessive Accommodation
- 4.7.2. Accommodation Inflexibility

4.8. Associated to Vergences
- 4.8.1. Insufficient/Excessive Convergence or Divergence
- 4.8.2. Convergence/Divergence Inflexibility

4.9. Associated to Oculomotor Dysfunctions
- 4.9.1. Fixation
- 4.9.2. Monitoring
- 4.9.3. Saccadic

4.10. Associated to Refractive Defects
- 4.10.1. Myopia
- 4.10.2. Hyperopia

Module 5. Ocular pathology

5.1. Associated with Parallelism
- 5.1.1. Paralytic Strabismus

5.2. Associated to Eye Movement
- 5.2.1. Congenital Nistagmus
- 5.2.2. Nistagmus in Childhood

5.3. Associated to Macula
- 5.3.1. Myopic Macular Hole
- 5.3.2. Muscular Degeneration Related to Aging

5.4. Associated to Cornea and Conjunctiva
- 5.4.1. Conjunctivitis
- 5.4.2. Corneal Dystrophies

5.5. Associated to Glaucoma
- 5.5.1. Neovascular Glaucoma
- 5.5.2. Congenital Glaucoma

5.6. Associated to Color
- 5.6.1. Colorblindness
- 5.6.2. Achromatopsia

Module 6. The Visual System and Reading

6.1. Reading Foundations
- 6.1.1. The Reading Process
- 6.1.2. Development Associated to Reading

6.2. Processes Involved in Reading
- 6.2.1. Perceptive Processes
- 6.2.2. Lexical Processes
- 6.2.3. Syntactic Processes
- 6.2.4. Semantic Processes

6.3. Prerequisites for Learning to Read
- 6.3.1. Perceptive/Motor Skills
- 6.3.2. Language Skills
- 6.3.3. Cognitive Skills
- 6.3.4. Motivational Skills

6.4. The Visual System in Reading I. Accommodation
- 6.4.1. Ciliary Muscles
- 6.4.2. Visual Sharpness: Accommodating

6.5. The Visual System in Reading II. Ocular Motricity
- 6.5.1. Extraocular Muscles
- 6.5.2. Eye Movements Versions
- 6.5.3. Saccadic Movements
- 6.5.4. Regression Movements

6.6. The Visual System in Reading III. Binocularity
- 6.6.1. Extraocular Muscles
- 6.6.2. Vergences

6.7. Neuropsychological Function in Reading I: Detection and Assessment

6.8. Neuropsychological Function in Reading II: Intervention

Module 7. The Visual System and Writing

7.1. Reading Foundations
- 7.1.1. The Writing Process Classification and Symptomatology
- 7.1.2. Development Associated to Writing

7.2. Planning Process
- 7.2.1. Assessment
- 7.2.2. Intervention

7.3. Syntactic Processes
- 7.3.1. Assessment
- 7.3.2. Intervention

7.4. Lexical Processes
- 7.4.1. Assessment
- 7.4.2. Intervention

7.5. Motor Processes
- 7.5.1. Assessment
- 7.5.2. Intervention

7.6. Visual Skills Required for Writing I: Vision
- 7.6.1. Oculomotricity, Accommodation, Binocularity
- 7.6.2. Hand-Eye Coordination

7.7. Visual Skills Required for Writing II: Perception
- 7.7.1. Laterality - Visuospatial Organization
- 7.7.2. Discrimination, Visual and Auditory Memory

7.8. Primitive Reflexes and Writing
- 7.8.1. Palmar Reflex
- 7.8.2. Asymmetric Tonic Reflex

7.9. Neuropsychological Function in Writing I: Detection and Assessment

7.10. Neuropsychological Function in Writing II: Intervention

Module 8. The Visual System and Learning

8.1. Visual Development and Learning
- 8.1.1. Evolutionary Development of Vision
- 8.1.2. Visual Problem Indicators in Learning

8.2. Vision and Academic Failure
- 8.2.1. Symptomatology of Visual Problems at School
- 8.2.2. Detection of Visual Problems at School

8.3. Attention Processes and Perceptual Learning
- 8.3.1. Attention Models
- 8.3.2. Types of Attention

8.4. Perceptual Processes in Learning I
- 8.4.1. Visual Discrimination
- 8.4.2. Constancy of Form

8.5. Perceptual Processes in Learning II
- 8.5.1. Visual Closure
- 8.5.2. Background Figure

8.6. Perceptual Processes in Learning III
- 8.6.1. Laterality
- 8.6.2. Visuospatial Organization

8.7. Perceptual Processes in Learning IV: Memory
- 8.7.1. Visual Memory
- 8.7.2. Auditory Memory
- 8.7.3. Multisensorial Memory

8.8. Attention and Visual Perception Problems
- 8.8.1. Attention Deficit Disorder with or without Hyperactivity
- 8.8.2. Reading Problems: Delayed Reading Acquisition
- 8.8.3. Writing Problems

8.9. Problems Associated with Visual Information Processing
- 8.9.1. Discrimination Difficulties
- 8.9.2. Closure and Inversion Difficulties

8.10. Problems Associated with Visual Memory
- 8.10.1. Short-Term Memory Difficulties vs. Long-Term Visual
- 8.10.2. Difficulties with Other Memory Like Semantic Memory

8.11. Other Vision-Related Learning Problems
- 8.11.1. Mental Disability and Intellectual Disability
- 8.11.2. Other Development Disorders

8.12. Educational Intervention in Visual Impairment
- 8.12.1. Curricular Adaptations to Visual Impairment
- 8.12.2. Media Adaptations to Visual Impairment

Module 9. Visual Disability and Educational Intervention

9.1. Defining Visual Disability

9.2. Visual Impairment and Blindness in Child Development

9.3. Intervention in Early Years of Life: Early Care

9.4. Educational Inclusion The Specific Educational Support Needs of Students with Visual Impairment

9.5. Educational Inclusion: Curricular Adaptations for Students with Visual Impairment

9.6. Visual Stimulation and Rehabilitation

9.7. Braille Reading and Writing System

9.8. Tiflotechnology and Assistive Technology for Educational Use

9.9. Deaf-Blindness Intervention

Module 10. Ergonomics and Lighting

10.1. Ergonomics: General Concepts
- 10.1.1. Introduction to Ergonomics
- 10.1.2. Basic Principles of Ergonomics

10.2. Lighting and Ergonomics

10.3. Ergonomics in Working with Data Visualization Displays

10.4. Lighting Design in the Classroom
- 10.4.1. Lighting Requirements
- 10.4.2. Furniture Requirements

10.5. Ergonomics and Optometry

A unique, key, and decisive academic experience to boost your professional development"

06

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Re-learning**.

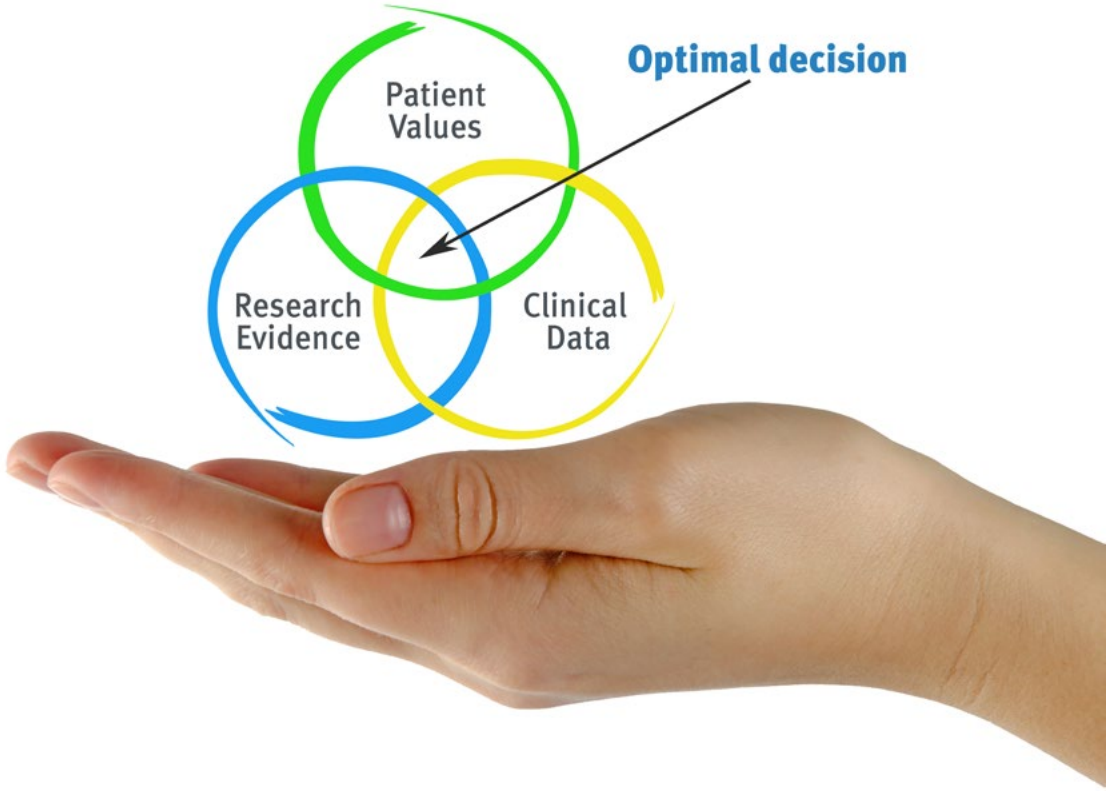
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine have considered it to be one of the most effective.**

Discover Re-learning, 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:

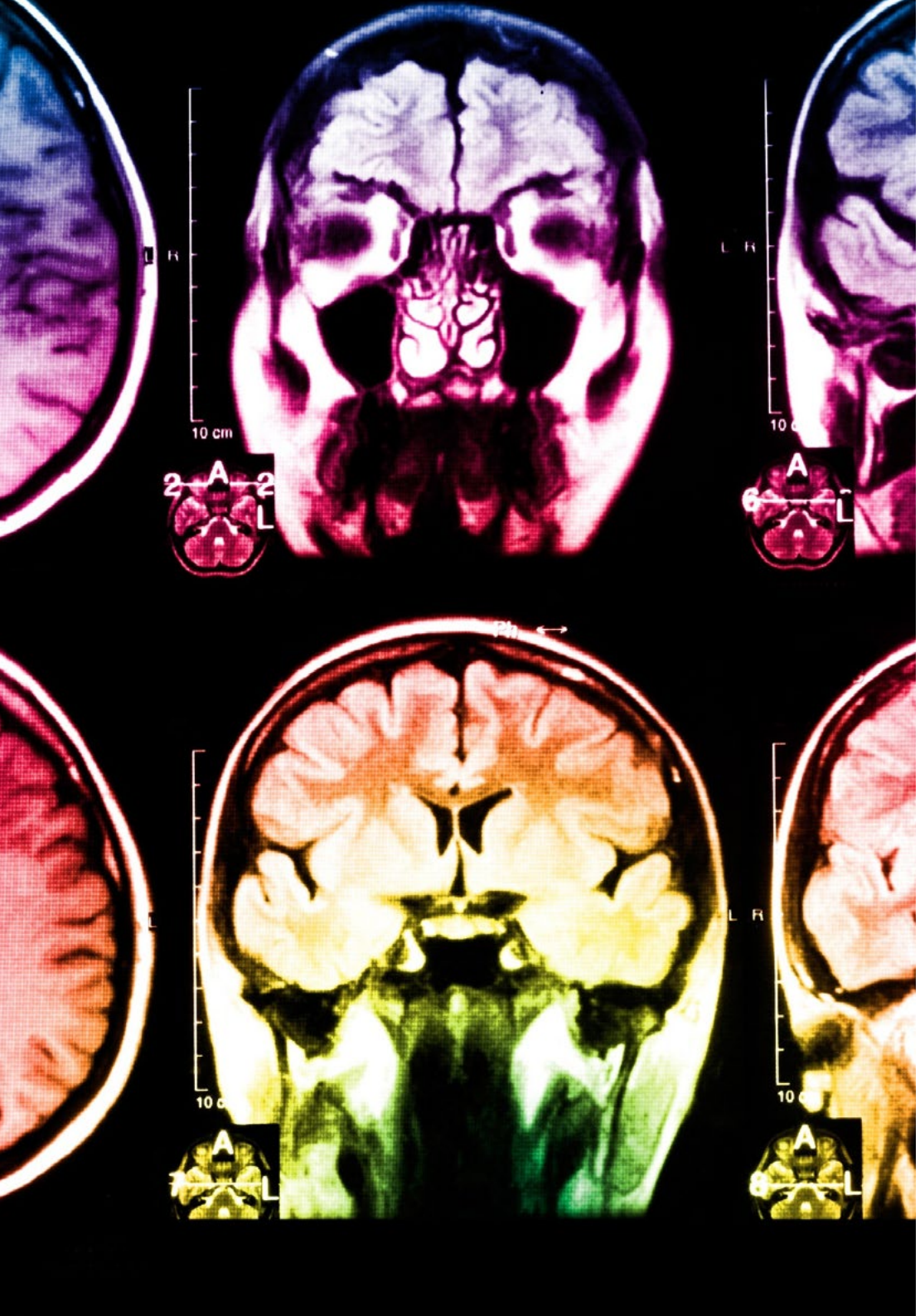
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate 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.

Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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 Re-learning 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.

Re-learning 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.

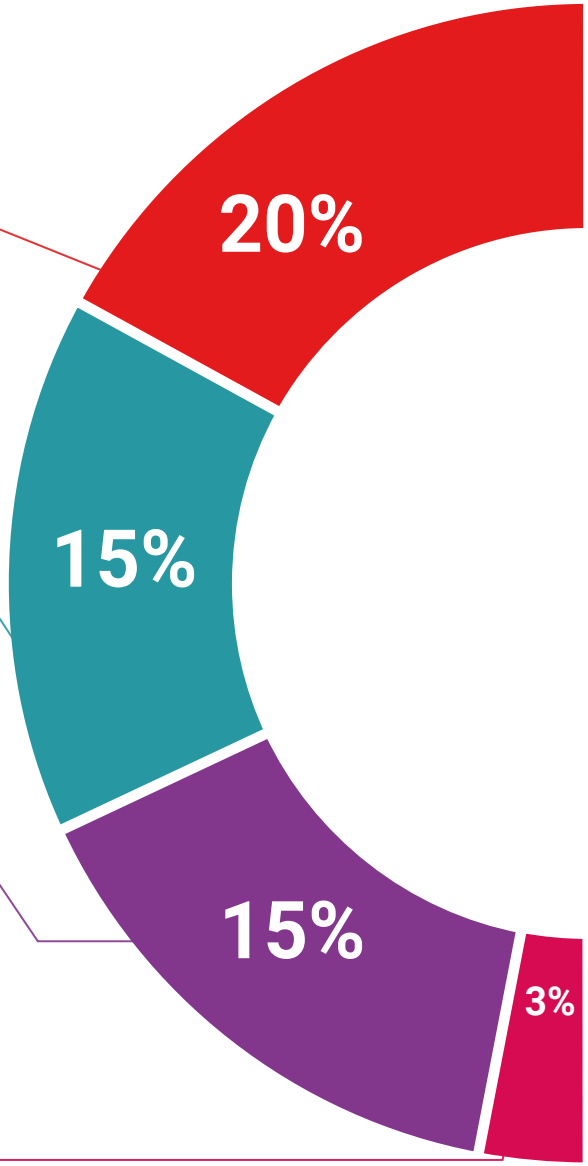
Interactive Summaries

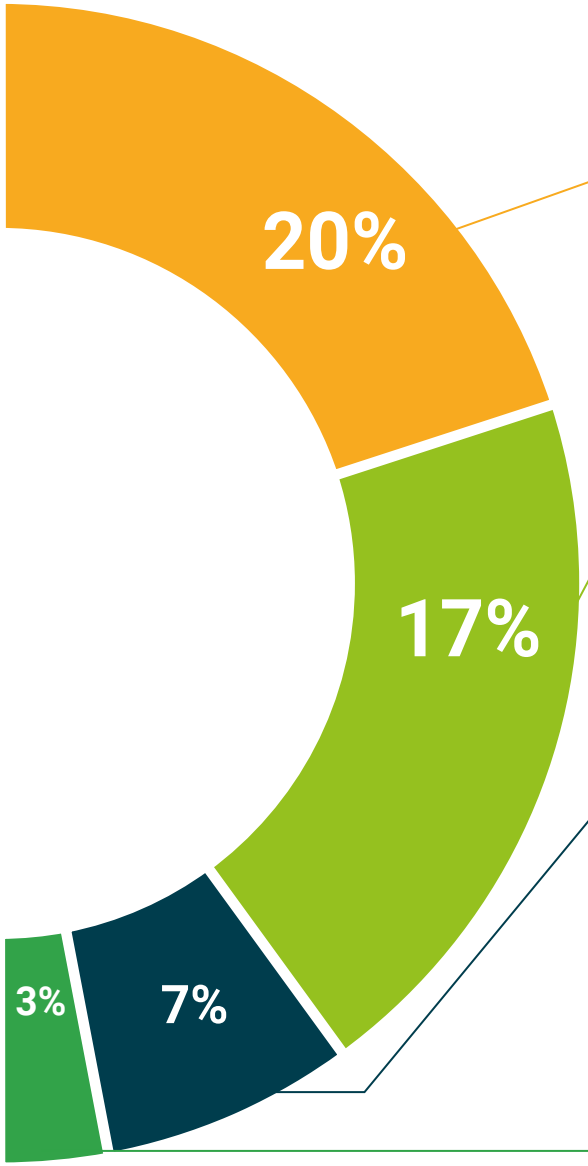
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system 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 your 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.

07

Certificate

The Professional Master's Degree in Visual Skills and School Performance for Psychologists guarantees, in addition to the most rigorous and up-to-date training, access to a qualification issued by TECH - Technological University.

Successfully complete this training program and receive your certificate without travel or laborious paperwork"

This **Professional Master's Degree in Visual Skills and School Performance for Psychologists** contains the most complete and up-to-date program on the market.

After students have passed the assessments, they will receive their corresponding **Professional Master's Degree** certificate issued by **TECH Technological University via tracked delivery*.**

The diploma issued by **TECH University** will reflect the qualification obtained in the master's degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in v**ECTS: **60**

Official Number of Hours: **1,500**


tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Visual Skills and School Performance for Psychologists

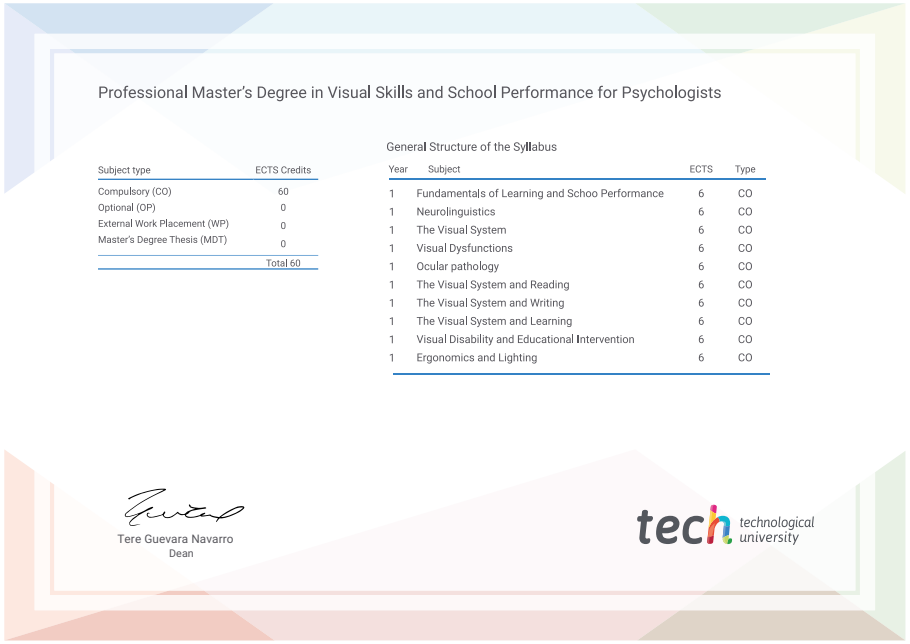
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Visual Skills and School Performance for Psychologists

Subject type	ECTS Credits
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1	Fundamentals of Learning and Schoo Performance	6	CO
1	Neurolinguistics	6	CO
1	The Visual System	6	CO
1	Visual Dysfunctions	6	CO
1	Ocular pathology	6	CO
1	The Visual System and Reading	6	CO
1	The Visual System and Writing	6	CO
1	The Visual System and Learning	6	CO
1	Visual Disability and Educational Intervention	6	CO
1	Ergonomics and Lighting	6	CO

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

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Professional Master's Degree
Visual Skills and School Performance for Psychologists

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

Professional Master's Degree

Visual Skills and School Performance for Psychologists

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