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**SUBJECT**  
**PSYCHOEDUCATIONAL INTERVENTION AND**  
**INVESTIGATION IN STUDENTS WITH VISUAL**  
**IMPAIRMENT**

Field  
Psycho-educational Intervention in Official Educational  
Environments

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**Official Master in Inclusive Education**  
**Catholic University of Valencia**

Year 2023-2024

**COURSE GUIDE OF THE SUBJECT**

		ECTS
Subject: Psychoeducational intervention and investigation in students with visual impairment		3
Type of Learning <sup>1</sup> : Obligatory	YEAR: 1 Semester: 1	
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**SUBJECT ORGANIZATION**

Fields and Subjects			
Field	SUBJECT	ECTS	Year/ Semester
Psycho-educational intervention in official educational environments	<b>Psychoeducational intervention and investigation in students with visual impairment</b>	3	1/2

**COURSE GUIDE FOR SUBJECT****Prerequisites:** None**GENERAL GOALS**

To acquire strategies and knowledge which favour intervention on students with visual impairment or blindness, in collaboration with other professionals and social agents from an inclusive perspective.

<sup>1</sup> Basic learning (common subject), Compulsory subjects, Optional subjects, External practices, Grade final project.



BASIC COMPETENCES	Competence measuring scales			
	1	2	3	4
B7 – Students should know how to apply acquired knowledge and their ability to solve problems in new or not well-known environments in broader contexts (multidisciplinary) related with their area of study.				X

GENERAL COMPETENCES	Competence measuring scales			
	1	2	3	4
G1 To be able to use new technological applications of information and communication applied to inclusive education contexts.			X	
G3 To be able to work as a team in the educational community and in collaboration with other professionals and social agents.		X		

SPECIFIC COMPETENCES	1	2	3	4
E1 To be able to design and carry out programs that optimize the academic performance of children with specific needs, as well as their personal and social development, in the framework of an inclusive education.				X
E4 To critically assess educational contexts (classroom and school) in their environment and to promote their quality and adaptation so that the well-being and accessibility of students are guaranteed.				X
E10 To know about suitable systems that improve the personal competence of students with specific educational needs of support in their psychological, social, sport and physical activity context, which can be related to their needs.			X	
E11 To know how to detect and analyze possible barriers to the full participation of students in the educational environments where they are, as well as how to contribute to their elimination.				X
E12 To know and select the most suitable communication systems and technical helps, and to assess their efficiency in collaboration with other professionals.			X	

LEARNING OUTCOMES	COMPETENCES
R4 The student adjusts the learning-teaching process to each specific need of educational support that requires each student.	B7, G1, G3, E1, E12
R5 The student identifies and develops proposals to eliminate barriers to participation of students.	E4, E11, E12
R7 The student develops a tutorial action plan which meets the global needs of each student.	G3, E1, E10



R9 The student understands the specific needs of support that students could have and how they affect their development.	<b>B7, G1, E1, E12</b>
R10 The student knows and values the ordinary and extraordinary educative answers that exist in a methodological and organizational level to favour inclusion.	<b>B7, E10, E12</b>

<b>ON-CAMPUS EDUCATIONAL ACTIVITIES</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relationship between Course and Learning Outcomes</b>	<b>ECTS</b>
MASTER CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge, which require the feed-back and involvement of the student.	R4, R5, R7, R9, R10	0.12
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student.	R7, R9, R10	0.46
FACE-TO-FACE TUTORIALS	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class.	R4, R5, R7, R9, R10	0.02
Total			(0,6)



NON ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
DISCUSSION FORUM	Discussions and opinions on-line supervised by the teacher, which allows students to express their ideas and argued opinions regarding the texts used, the questions or contents presented in class through the university E-learning platform.  <a href="https://campusvirtual.ucv.es/">https://campusvirtual.ucv.es/</a> .	R5, R7	0.02
ASYNCHRONOUS ONLINE SESSION	Exposition of the contents by the teacher, analysis of competences, explication and demonstration of abilities, skills and knowledge in the Virtual classroom, which requires feed-back and involvement of the students at different moments.	R10	0.2
ONGOING ASSESSMENT ACTIVITIES	Commentaries, summaries, book reviews, critical analysis and development of texts, glossaries, web quests, tests, etc., which are designed in order to assess the level of acquisition of the learning outcomes of different subjects through the university e-learning platform: <a href="https://campusvirtual.ucv.es/">https://campusvirtual.ucv.es/</a> .	R4, R5, R7, R9, R10	0.38
Total			(0,6)



INDEPENDENT WORK ACTIVITIES OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
INDEPENDENT WORK	<p>Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions.</p> <p>It can also be submitted to the university e-learning platform. <a href="https://campusvirtual.ucv.es/">https://campusvirtual.ucv.es/</a>.</p>	R4, R5, R7, R9, R10	1.8
Total			(1,8)



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Individual work: open-ended questionnaire (online)	R4, R5, R7, R9, R10	60%
Monitoring: Interactive online course	R9	10%
Attendance to on-campus session and participation in activities	R4, R5, R7, R9, R10	30%
<b>Criterion of concession of the Mention of Distinction:</b> From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject.		
<b>Comments:</b>  <b>Note 1</b> In the description of the content and assessment criteria of the subject the procedure, reference materials and deadline dates will be explained, and they will also be described by the coordinator of the subject in the first class session.  <b>Note 2</b> Failure to follow the rules and deadlines for the completion of academic activities invalidates the note.		



DESCRIPTION OF CONTENTS	COMPETENCES
Organization in contents blocks or thematic groups. Development of contents in didactic guides.	(Indicate, numerically, the related competences)
Composition and operation of the Inclusive Education Attention Team (EAEI)	<b>B7, G3, E1, E11</b>
General aspects of blindness and visual impairment.	<b>B7, G3, E1, E11, E12</b>
Psychological development and visual impairment.	<b>B7, G3, E1, E10, E12</b>
Early attention and visual impairment.	<b>B7, G3, E1, E12</b>
Educational intervention for students with visual impairment.	<b>B7, G3, E1, E4, E10, E11, E12</b>
Educational intervention for blind students.	<b>B7, G1, G3, E1, E4, E10, E11, E12</b>





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## Addendum to the Course Guide of the Subject

### SUBJECT

#### PSYCHOEDUCATIONAL INTERVENTION AND INVESTIGATION IN STUDENTS WITH VISUAL IMPAIRMENT

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen onsite activities described in this section of the Course Guide,** as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura



*Explanation about the practical sessions:*

## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used
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The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

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## ONLINE WORK

### Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used
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The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.