COVT Learning Objectives and Recommended Study References

The below list encompasses learning objectives, followed by sources that are deemed appropriate by FCOVD’s and COVTs who have been active in the certification process. You will not be tested on specific information from any of specific cited sources. The sources list is to be used as a resource to utilize with recommendations from your doctor and mentor.

A recommended strategy is to first read the Learning Objectives below and then the required Open Book Questions (found inside the Candidate Certification Guide). This should alert you to areas that you feel you need more knowledge, and then choose the sources that cover these areas. Your doctor may have some of these sources, but all are available in the indicated sources.

The following breakdown of suggested learning objectives should be considered a starting point for the candidate to determine current areas of knowledge and additional learning opportunities.

Learning Objectives:

1. The candidate should understand and be prepared to discuss definitions of the conditions, abilities and skills listed below. They should know the signs, symptoms and avoidance behaviors associated with deficiencies specified and how these deficiencies may impact performance. They should also be familiar with vision therapy techniques for treatment of the following:
   A. Refractive Status:
      Hyperopia, myopia, astigmatism, presbyopia, anisometropia and types of ophthalmic devices to compensate for these conditions
   B. Eye Movements:
      Monocular & binocular accuracy, stability, control & automaticity
      Fixations
      Pursuits
      Saccades
   C. Accommodation:
      Expected monocular and binocular sufficiency, stability, flexibility and clinical values
      Accommodative insufficiency, Accommodative excess
      Accommodative instability, Accommodative infacility
   D. Non strabismic/amblyopic deficiencies of binocular vision
      Esophoria, exophoria, hyper/hypo phoria
      Convergence Insufficiency, Convergence Excess
      Divergence Insufficiency, Divergence Excess
      Suppression, Levels of Binocular Fusion used in therapy
   E. Amblyopia:
Refractive versus strabismic versus deprivation
Effects on visual function beyond acuity
Eccentric fixation

F. Strabismus:
   Direction of turn, constant versus intermittent, comitant versus non-comitant
   Motor Fusion (eye position, comitancy) versus sensory fusion (first, second, and third degree fusion and monocular fixation in a binocular field, Suppression)
   Direction of strabismus (Esotropia, Exotropia, Hypertropia)
   Constant versus Intermittent

G. Vision perception and information processing:
   Primitive reflexes, body schema, laterality, directionality
   Visual intersensory integration (visual-motor, visual-auditory, visual-vestibular)
   Visual thinking (visualization, visual imagery)
   Perceptual style (reflective versus impulsive, central versus peripheral)

H. Visual field defects (hemianopsia, neglect)

2. Be prepared to discuss the tools for vision therapy in terms of:
   A. Lenses (monocular, binocular, dissociated)
   B. Prisms (monocular, binocular, yoked, dissociated)
   C. Filters (anaglyph, polaroid, graded occlusion)
   D. Occlusion (central, peripheral, selective, full, direct, indirect)
   E. Monocular fixation in a binocular field (MFBF) versus bi-ocular
   F. Vision therapy procedures in terms of:
      1. Target selection
      2. Working distance
      3. In instrument techniques versus free space techniques
      4. Levels of demand (multisensory and cognitive loading)

3. Communication with doctor/parent/patient to maximize outcome

Recommended Study References

Applied Concepts in Vision Therapy
Dr. Leonard Press (Editor)
OEPF

Helping Children Overcome Learning Difficulties
Dr. Jerome Rosner
Amazon.com

The Vision Therapist’s Toolkit
Thomas Headline, Irene Wahlmeier, Vicki Bedes
OEPF

Thinking Goes to School
Drs. Furth and Wachs
OEPF
Sensory Integration and the Child
A. Jean Ayres
Amazon.com

The Piaget Primer: Thinking, Learning, Teaching
Ed Labinowicz
Amazon.com

Optometric Management of Learning-Related Vision Problems
Drs. Mitchell Scheiman and Michael Rouse
OEPF

Vision: Its Development in Infant and Child
Arnold Gesell et al.
OEPF

Tests and Measurements for Behavioral Optometrists
Drs. Harold Solan and Irwin Suchoff
OEPF

Cognitive Development: Piaget’s Theory
Dr. Irwin Suchoff
OEPF

Primitive Reflex Training Program: Vision Therapy at Home
Visual Dynamix
OEPF

OEPF Monographs and Publications
- Visual Perception (Vision Therapist Vol 38, #2, 96/97)
- Visual Thinking for Problem Solving (Vision Therapist Vol 38, #3, 96/97)
- Tools of Behavioral Vision Care: Lenses, Occluders & Filters (Vision Therapist Vol 38, #1, 96/97)
- Tools of Behavioral Vision Care: Prisms (Vision Therapist Vol 37, #4, 95/96)
- Nonstrabismic Vergence Problems (Vision Therapist Vol 38, #4, 96/97)
- Focusing on Accommodation (Vision Therapist Vol 35, #4, 93/94)
- Amblyopia (Vision Therapist Vol 34)
- Sanet Volumes
- Pursuits and Saccades: Theories and Testing
- Guiding Strabismus Therapy (Lora McGraw)
- Begin Where They Are! (Kathy Nurek and Donna Wendleburg)
- Basic Visual Skills (Lora McGraw)