

Hearing Disorders: Assessment and Intervention

Code: 104144
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OB	3	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Nuria Miranda Codina

Prerequisites

It is advisable to have done the Pathology of Audition, Speech, Voice and Deafness.

It is recommended to review the contents of other related subjects:
Acquisition and processing of language, Evolutionary Psychology I; Diso

Objectives and Contextualisation

Having acquired the knowledge related to the anatomy and physiology of the ear as well as the pathology of the hearing, this subject has a clearly educational approach of speech therapy. When the student completes the course, he will be able to evaluate the communicative and linguistic competence of students with deafness and offer the most appropriate speech therapy intervention according to their specificity, taking into account the socio-educational environment that surrounds them. The student will be able to extend and deepen their knowledge about the speech therapy intervention in the first childhood of the deaf child if they carry out the optional subject of 4th year: Early education of the creature affected by language and hearing disorders.

Competences

- Act appropriately with respect to the professions ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Advise users families and their general social environment, thereby promoting their participation and collaboration in speech-therapy treatment.
- Communicate orally and in writing to the patient, family members and other professionals involved in the case, the relevant observations and conclusions, adapting these to the socio-linguistic characteristics of the environment.
- Critically evaluate the techniques and instruments of evaluation and diagnosis in speech therapy, as well as its procedures of intervention.

- Demonstrate an understanding of disorders in communication, language, speech, hearing, voice and non-verbal oral functions.
- Design and carry out speech-therapy treatment, whether individual or at group level, establishing objectives and phases, with more efficient and suitable methods, techniques and resources, attending to the distinct developmental phases of human beings.
- Have a strategic and flexible attitude to learning.

Learning Outcomes

1. Describe the main disorders of speech, voice, hearing and deglutition.
2. Design speech-therapy projects, selecting objectives, techniques and resources for speech-therapy intervention.
3. Explain the impact of various disorders of speech, voice, hearing and deglutition on communication processes.
4. Explain the positive effects that social environment could have on improving the speech-therapy treatment of different case studies.
5. Explain to patients the meaning of medical reports, and the influence that systemic disorders can exert in speech, hearing and deglutition functions.
6. Have a strategic and flexible attitude to learning.
7. Identify situations requiring referral to other professionals.
8. Produce a list of practical advice items to encourage family participation in speech therapy.
9. Select and apply appropriate assessment tools specific to each case.
10. Treat/re-educate patients with disorders of communication, language, speech, hearing, voice and non-verbal oral functions.

Content

- Topic 1. Speech therapeutic implications of the different degrees of deafness and function of the hearing aids.
 Topic 2. Communication modes for people with deafness. The acquisition of oral language.
 Topic 3. Modalities of schooling of students with deafness. Orientations and resources.
 Topic 4. Educational services in Catalonia: the CREDA.
 Topic 5. The acquisition of oral narrative speech for students with deafness.
 Topic 6. The evaluation of the oral language of students with deafness.
 Topic 7. Speech therapy intervention for the oral language development.
 Topic 8. Impact of deafness on the family environment. Orientations to the family.

Methodology

The methodology consists of guided classes and practical seminars where the explanations are combined with research and practical work.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes	21	0.84	1, 2, 5, 4, 3, 7, 9, 6, 10
Seminars and practices	24	0.96	2, 3, 7, 9, 6, 10
Type: Supervised			

Tutorials	20	0.8	6
Type: Autonomous			
Preparing a work	40	1.6	2, 5, 4, 3, 9, 6, 10
Reading documents	15	0.6	1, 7, 9, 6
Study	20	0.8	1, 2, 5, 4, 3, 7, 9, 6, 10

Assessment

The assessment will be based on the following learning evidences:

EV1. Content evaluation test: 50% of the final grade. Individual. Written evidence.

EV2. Analysis and interpretation of audiometry: 10% of the final grade. Individual. Written evidence

EV3. Working in a small group of analysis and comparison of language samples of deaf children: 40% of the final grade. Written and oral evidence

A student who has given evidence of learning with a weight less than 4 points (40%) will be considered as "non-evaluable."

Subject passed: the student passes the subject if he obtains a minimum score of 5 points (scale 0-10) as a weighted sum of all the learning evidences.

Recovery test: Those students that have not achieved the established criteria to pass the subject and who have previously been evaluated in a set of activities will be able to perform any of the recovery tests whose weight equals to a minimum of Two thirds of the total grade of the subject. The minimum mark to be able to do the recovery will be 3.5

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1: Content test	50	2	0.08	1, 5, 3, 7, 9, 6
EV2: Audiometry	10	2	0.08	1, 2, 4, 3, 7, 9, 10
EV3: Work in small group	40	6	0.24	2, 8, 5, 4, 9, 6, 10

Bibliography

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Cardona, C.; Gomar, C.; Palmés, C. i Sadurni, N. (2010). Alumnado con pérdida auditiva. Ed.Graó, Barcelona.

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Gotzens, A. i Marro, S. (1999). Prueba de valoración de la percepción auditiva. Ed.Masson, Barcelona.

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Silvestre, N.; Cambra, C.; Laborda, C.; Mies, A.; Ramspott, A.; Rosich, N.; Serrano, C. i Valero, J. (2002) L'alumnat sord a les etapes infantil i primària. Criteris i exemples d'intervenció educativa. Servei de Publicacions de la UAB. Manual bàsic sobre sordesa i amb resultats d'investigacions realitzades a Catalunya. Inclou CD.

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Enllaços web:

www.fiapas.es

www.oiresclave.org

www.t-oigo.com