

**Updating in Communication and Language  
Disorders Derived from Hearing Impairment**

Code: 43614  
ECTS Credits: 6

Degree	Type	Year	Semester
4315497 Communication and Language Disorders	OT	0	2

### Contact

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### Use of Languages

Principal working language: catalan (cat)

### Teachers

Nuria Silvestre Benach  
Carrasumada Serrano Pau

### External teachers

Elisenda Roig  
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Josep Gou  
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### Prerequisites

**It is recommendable to go over the contents of module 6: Update on specific communication disorders and oral and written language.**

### Objectives and Contextualisation

Reinforcement the speech therapist's own training through theoretical and practical contents that allow them to carry out research, diagnosis and treatment related to communication and language disorders of hearing impairment.

Knowledge of the current situation in the investigation of cochlear implants and other technological advances to aid hearing.

### Competences

- Adjust and monitor speech therapy plans, depending on the evaluation and individual and social variables concurrent versus new and complex problems.
- Apply the scientific method in professional practice.
- Design and implement strategies to intervene from a biopsychosocial approach to facilitate the social inclusion of people affected by communication disorders and language.

- Show interpersonal communication skills and managing emotions for effective interaction with patients, families and caregivers in the process of problem identification, evaluation, communication of diagnosis and intervention and monitoring.

## Learning Outcomes

1. Adapting the speech to language and communication skills of the user with hearing impairment and their families.
2. Conduct a systematic review to summarize the best available scientific evidence.
3. Design and implement strategies to raise awareness and social change to facilitate the inclusion of people affected by communication disorders and language.
4. Design strategies for speech therapy intervention in the field of communication disorders and language derived from hearing impairment adapted to the specificity of each case, taking into account the personal, family and social context.
5. Develop and implement strategies that equip the person at risk of social exclusion of resources to meet the challenges in different contexts.
6. Establish the objectives of speech therapy intervention in the field of communication disorders and language derived from hearing loss from an interdisciplinary perspective.
7. Identify and select speech therapy intervention strategies in the field of communication disorders and language derived from the most appropriate hearing loss in each case, taking into account the personal, family and social context.
8. Identify the characteristics of the family and social environment to determine their influence on the process of intervention in the field of communication disorders and language derived from hearing impairment.
9. Intervene on barriers and facilitators influencing the contexts of the person to facilitate their social inclusion.
10. Knowing and intervening on the facilitators and barriers to treatment adherence hearing impaired user.
11. Recognizing affective states and experiential processes user with hearing impairments and their families.
12. Selected so argued, based on screening criteria and quality, relevant documentary sources for the purpose of research, evaluation or speech therapy intervention in the context of communication disorders and language derived from hearing impairment.

## Content

1. Programming and adaptation of the cochlear implant: collaboration between the audiologist and the speech therapist.
2. Technical benefits of the current digital hearing aids.
3. Research carried out with deaf children between 0-3 years old.
4. Research on the learning of mathematics.
5. Visual perception by deaf people.
6. Research on presbycusis.

## Methodology

The methodology of this module includes:

- Master classes
- Seminars to discuss different cases

- Individual tutorials to resolve doubts
- Self-study activities: reading of articles and an individually-written essay

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	31.5	1.26	1, 10, 3, 5, 8, 9, 11
Type: Supervised			
Analysis of cases and individual tutorials	13.5	0.54	4, 6, 7
Type: Autonomous			
Reading of articles and an individually-written essay	105	4.2	2, 12

## Assessment

EV1: Individually-written essay based on the reading of scientific articles about one of the contents of the programme (35%)

EV2: Individually-written essay on presbycusis (35%)

EV3: Group oral presentation of EV1 (30%)

A student who only presents one of the three assignments cannot be evaluated.

The students pass the subject if they get a final mark of 5 or more.

Re-evaluation: the students can have their work re-evaluated (only EV1 and EV2, but not EV3) when the final mark of the subject is 3,5 or more. The pass mark for each activity re-evaluated is a 5 and a pass mark in all the activities is compulsory. The maximum mark for each re-evaluated activity is a 5.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group oral presentation of EV1	30%	0	0	2, 12
Individually-written essay related to one of the contents of the programme	35%	0	0	4, 3, 2, 5, 6, 9, 12
Individually-written essay related to presbycusis	35%	0	0	1, 10, 7, 8, 11

## Bibliography

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Calvo, et al. Mi hijo tiene una pérdida auditiva. Audífonos e implantes cocleares. Guía para padres. Programa Infantil Phonak

Llombart, C. Tinc un/a alumne/a sord/a a l'aula.

