

**Hearing Disorders: Assessment and Intervention**

Code: 104144  
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OB	3	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### 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 Degree.

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

Subject 1. Anatomy and physiology of the ear.

Subject 2. Detection and diagnosis: Neonatal auditory screening, Classification

Subject 3. Technical aids: Hearing aid, cochlear implant and modulated frequency

Subject 4. Impact of deafness on the family environment. Family guidelines

Subject 5. Modes of communication of the people with deafness. The acquisition

Subject 6. Modalities of schooling of the alumnado with deafness. Orientation

Subject 7. The educational services in Catalonia: the CREDA.

Subject 8. The evaluation of the oral language of the alumnado with deafness

Subject 9. The speech therapy intervention for the development of the oral

## Methodology

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

"N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of t

## 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 evidence of learning:

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

EV2. Analysis and interpretation of audiometry: 10% of the final grade. Ir

EV3. Work in a small group analyzing and comparing language samples

A student who has given learning tests with a weight of less than 4 points

Passed subject: the student passes the subject if he obtains a minimum :

Recovery test: those students who have not met the criteria established t

will be able to recover those evidences with insufficient performance if the overall mark of the continuous assessr

In the cases of second enrollments, the evaluation of the subject will be the same as in the cases of first enrollme

## 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

### Fundamental bibliography

Silvestre,N.; Cambra,C.; Laborda,C.; Mies,A.; Ramspott,A.; Rosich,N.; Serrano,C. i Valero,J. (1998) Sordera comunicaci3n y aprendizaje. Ed.Masson, Barcelona. Manual b3sic sobre sordesa i amb resultats d'investigacions realitzades a Catalunya.

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 prim3ria. Criteris i exemples d'intervenci3 educativa. Servei de Publicacions de la UAB. Manual b3sic sobre sordesa i amb resultats d'investigacions realitzades a Catalunya. Inclou CD.

Manrique i Huarte (2002). Implantes cocleares. Ed.Masson. Intervenci3 en implants coclears.

Torres, S. (1995) Deficiencia auditiva. Aspectos psicoevolutivos y educativos. Ed.Aljibe. Manual general sobre el tema.

### Complementary bibliography

Amat,M.T. (2011). Quadern de rehabilitaci3: Implant coclear. Federaci3 AICE, Barcelona.

Calvo, J.C. (1999) La sordera: un enfoque socio-familiar. Ed.Amaru.

Cardona, C.; Gomar,C.; Palm3s,C. i Sadurni, N. (2010). Alumnado con p3rdida auditiva. Ed.Gra3, Barcelona.

Furmanski, H.M. (2005). Implantes cocleares en ni3os: rehabilitaci3n auditiva y terapia auditiva. Asociaci3n de implantados cocleares de Espa3a, Barcelona.

Gotzens,A. i Marro, S. (1999). Prueba de valoraci3n de la percepci3n auditiva. Ed.Masson, Barcelona.

### Enllaços web:

[www.fiapas.es](http://www.fiapas.es)  
[www.oiresclave.org](http://www.oiresclave.org)  
[www.t-oigo.com](http://www.t-oigo.com)