

**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

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)

Teachers

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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.- Current situation of knowledge in hearing disorders
- 2.- Auditory processing in neurodevelopmental disorders.
- 3.- Hearing aids:
 - 3.1 The cochlear implant
 - 3.2. Digital hearing aids
- 4.- Speech therapy intervention in the acquisition of oral and written language
- 5.- Research and care for children with deafness.
 - 5.1 Reading comprehension, mind theory and executive functions in deaf adolescents
 - 5.2 The use of audiovisuals in the classroom
 - 5.3 Research on mathematics learning and interrelation with visual perception.
6. Update on presbyopia research.

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

The methodology of teaching and evaluation of the proposals may undergo some modification in the operation of the restrictions of assistance imposed by the sanitary authorities. The team docent will detail the classroom or in the usual communication mitjans the face-to-face or virtual format / in line with the different activities directed and evaluated, tenint en compte the indications of the professor and depending on which permet the sanitary situation .

In the last class, time will be allocated to allow students to answer the surveys for the evaluation of teaching performance and the evaluation of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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

The evaluation of this module will be based on three evidences of learning:

EV1: Individual written work from the reading of scientific articles on some of the contents of the program of the module (30%).

EV2: An individual multiple choice online exam (60%).

EV3: Attendance to a minimum of 80% of the face-to-face sessions and correct realization of the proposed activities (10%).

A student who only presents one of the two evidences of learning (EV1 and EV2) will be listed as "non-evaluable".

It is not ruled out that teachers carry out some activity (presentation and discussion of an article, eg) and that

this activity is also evaluated. In this case, the weight and the evidence on the whole of the final grade will not exceed 10% and will reduce the weight of the EV2, proportionally.

Passed module: the student passes the module if he obtains a minimum grade of 5 points (scale 0-10) as an average mark of the three evidences of learning.

Recovery test: Students who have not passed the criteria established to pass the subject and who have been previously evaluated in a set of activities whose weight is equivalent to a minimum of two thirds of the total grade of the subject. The student may be eligible for a retake of the two unpassed learning evidences (evidence 3 cannot be retrieved) if the final grade of the continuous assessment is at least 3.5 points (scale 0-10).

- It is necessary to pass with a score equal to or greater than 5 points each of the evidence of learning to which the student presents himself in the recovery.
- In the weighted calculation of the final grade, a score of 5 points will be incorporated for each evidence of learning recovered.
- Students in second or subsequent enrollment are not expected to be assessed by a single non-recoverable synthesis test.

Evaluation link: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance at face-to-face sessions	10%	0	0	1, 10, 2, 5, 6, 11
Individually-written essay related to one of the contents of the programme	30%	0	0	4, 3, 2, 5, 6, 9, 12
Written exam	60%	0	0	10, 4, 3, 5, 6, 7, 8, 9

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Software

No specific information is included in this section