UAB
Universitat Autònoma de Barcelona

2022/2023

Language and Hearing Disorders and their Effects on Early Childhood Education

Code: 101686
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	1

Contact

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Teachers

Cristina Andrés Carrillo

Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

It is advisable to revise the subjects of Evolutionary Psychology of Early Childhood,Acquisition and Processing of Language and Hearing Disorders. Assessment and Intervention

Objectives and Contextualisation

The main educational objectives of the subject are to:

1. Know the language acquisition processes of deaf children and children with language disorders comparatively with children with typical development
2. Evaluate the informational, educational and psychological support needs of families with languaje disorder
3. Apply appropriate family counseling strategies
4. Prepare and apply the strategies to stimulate communication and the acquisition of oral language in early childhood
5. Apply appropriate guidance and counseling strategies at education centers.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- Design, implement and evaluate actions aimed at preventing communication and language disorders.
- Ethically commit oneself to quality of performance.
- Have a strategic and flexible attitude to learning.
- Identify, analyze and solve ethical problems in complex situations.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Analyse human communication systems as a basis for understanding communication and language disorders.
3. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Ethically commit oneself to quality of performance.
7. Explain orally and then prouce in written format observations and conclusions directed to other professionals, adapting these to the sociolinguistic characteristics of the environment.
8. Explain the explicit or implicit code of practice of one's own area of knowledge.
9. Guide families with deaf children throughout the process of speech therapy to encourage their development.
10. Have a strategic and flexible attitude to learning.
11. Identify situations in which a change or improvement is needed.
12. Identify the different modes of communication for people with hearing impairments and explain their implications for speech therapy directly with children and indirectly with their family.
13. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
14. Identify, analyze and solve ethical problems in complex situations.
15. Propose new experience-based methods or alternative solutions.
16. Propose new ways of measuring visibility, success and failure in the implementation of innovative proposals or idees.
17. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
18. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
19. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
20. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

21. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
22. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
23. Understand, integrate and relate new knowledge deriving from autonomous learning.
24. Use sign language as a resource and support language development in patients with difficulties with oral language development.
25. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

THE FIRST YEARS OF LIFE

1. Detection, diagnosis and first reception of the deaf child and their families

2. The impact of deafness on affected creatures

3. Methodology for stimulating communication and oral language

4. Assessment of the communicative and linguistic psychic development of the deaf child during the first 2 years

of life

5. Stage 3 to 6 Evolution and assessment

6. Methodology and intervention strategies

FAMILY MEDIA

7. The impact of deafness on the family environments of deaf children

8. Methodology of care and support for families

9. Family-centred therapy. Intervention strategies.

10. Preparation for the interview and family anamnesis.

EDUCATIONAL INTERVENTION AND RESEARCH

11. Educational environments

12. Bases of intervention strategies and lines of research

Methodology

Directed activities

Lectures with support of ICT.

Seminars for analyzing and discussing specialized papers and cases. Students will discuss methodological, theoretical and applied implications.

- Supervised activities

Tutoring of coursework due.

- Autonomous activities

Reading specialized papers and documents (reports, cases, and specific documents for the course*).

Preparation and elaboration of coursework due.

Searching information and documentation.

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			
Practices sessions	12	0.48	2, 7, 12, 9
Theoric sessions	24	0.96	2, 12, 9
Type: Supervised			
Follow-up tutorials for group work	35	1.4	7, 12
Individualized attention (face to face or virtual)	7	0.28	23, 10
Type: Autonomous			
Autonomous search for information search	10	0.4	2, 23, 7, 12, 9
Group work for the completion to complete the final workproject	15	0.6	2, 23, 6, 7, 12, 14, 24
Individual study of the subject and preparation for the exam	15	0.6	2, 23, 14
Readings, observations and elaborate programming	30	1.2	2, 23, 6, 12

Assessment

The competences of this subject will be evaluated by means of: written tests, the participation in the talks that will
The evaluation system is organized into two modules, each of which will
Delivery module: in this module will be evaluated the case reports and pa
Written test module, with an overall weight of 50% in the final grade.
Specifically, the following evidence of learning will be presented:
EV1: Practical work of seminaris. (weight of 20%) (first and second asses

EV2: Written work and oral defense (30% weight) (2nd assessment period)

EV3: Individual written test (50% weight) (2nd assessment period)

Students will pass the course if both of the following conditions apply: (1) they have obtained at least 5 points (0-10 scale) as a result of the weighted mean of learning evidences, and (2) they have passed at least two out of the three evidences.

A student who has presented learning evidences representing a weight below 4 points (40%), will be qualified as Non Assessable (NA).

If the criteria to pass the course specified above are not met, students will have the opportunity to resit exam/s in the following cases: (a) the final grade is equal to or greater than 3.5 and is below 5 (0-10 scale), and (b) have been previously assessed on a set of learning activities with a minimum weight of 66.6% of the final grade of the course.

The maximum grade that can be obtained from retaken examinations is 5.

In the event that the student has difficulty understanding the statements of the written tests in Catalan (for example, because they are an exchange student, etc.), they can request the test in Spanish as long as they do so before week 4 in writing. inthe coordination of the subject.

General assessment guidelines:
https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1- individual and group.- Practical work of seminars. Face-to-face.	20%	0	0	5, 2, 1, 23, 6, 3, 8, 7, 12, 13, 11, 14, 9, 16, 15, 17, 22, 21, 20, 18, 19, 10, 24, 4, 25
EV2- Group work on speech therapy intervention and oral presentation. Face-to-face and / or virtual	30%	0	0	23, 6, 7, 12, 14, 9, 10, 24
EV3- Test exam presencial (second assessment period)	50%	2	0.08	2, 23, 9

Bibliography

Basic references:

Aguilar-mediavilla, E., Buil-legaz, L., Esteller-cano, À., Pérez-castelló, J. A., & Balears, I. (2019). Del trastorn específic del llenguatge (TEL) al trastorn del desenvolupament del llenguatge (TDL): un canvi de concepció sobre els trastorns del llenguatge. (17), 11-26.

Butler, C. (2019). Working the 'wise' in speech and language therapy: Evidence-based practice, biopolitics and 'pastoral labour.' *Social Science and Medicine*, *230*, 1-8. https://doi.org/10.1016/j.socscimed.2019.03.038

Fernández Martín, F., Arce Calvo, M., & Moreno Molina, J. (2014). Escuchemos el lenguaje del niño: normalidad versus signos de alerta. *Pediatría Atención Primaria*, *16*, 101-110. doi: 10.4321/s1139-76322014000200014

Moran Alvarado, M. D. R., Vera Miranda, L. Y., & Morán Franco, M. R. (2017). Los trastornos del lenguaje y las necesidades educativas especiales. Consideraciones para la atención en la escuela. *Revista Universidad y Sociedad*, *9*(3), 191-197

Schubert, A. (2019). What speech therapists, occupational therapists and physical therapist need to know to become evidence-based practitioners: A cross-sectional study. *Zeitschrift Fur Evidenz, Fortbildung Und Qualitat Im Gesundheitswesen*, *140*, 43-51. https://doi.org/10.1016/j.zefq.2019.02.003

Throughout the course, more specific bibliography will be provided.

Software

No specific software needed