

**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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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Rocio Daniela Concha Ortiz

## 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 profession's ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.

## Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Describe the main disorders of speech, voice, hearing and deglutition.
3. Design speech-therapy projects, selecting objectives, techniques and resources for speech-therapy intervention.
4. Explain the impact of various disorders of speech, voice, hearing and deglutition on communication processes.
5. Explain the positive effects that social environment could have on improving the speech-therapy treatment of different case studies.
6. Explain to patients the meaning of medical reports, and the influence that systemic disorders can exert in speech, hearing and deglutition functions.
7. Have a strategic and flexible attitude to learning.
8. Identify situations in which a change or improvement is needed.
9. Identify situations requiring referral to other professionals.
10. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
11. Produce a list of practical advice items to encourage family participation in speech therapy.
12. Propose viable projects and actions to boost social, economic and/or environmental benefits.
13. Select and apply appropriate assessment tools specific to each case.
14. 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.
15. 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.
16. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
17. Treat/re-educate patients with disorders of communication, language, speech, hearing, voice and non-verbal oral functions.

18. 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

Subject 1. Anatomy and physiology of the ear.

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

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

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

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

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

Subject 7. The evaluation of the oral language of the alumnado with deaf

Subject 8. The speech therapy intervention for the development of the or

## Methodology

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

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			
Classes	21	0.84	2, 3, 6, 5, 4, 9, 13, 7, 17
Seminars and practices	24	0.96	3, 4, 9, 13, 7, 17
Type: Supervised			

Tutorials	20	0.8	7
Type: Autonomous			
Preparing a work	40	1.6	3, 6, 5, 4, 13, 7, 17
Reading documents	15	0.6	2, 9, 13, 7
Study	20	0.8	2, 3, 6, 5, 4, 9, 13, 7, 17

## Assessment

The assessment will be based on the following evidence of learning:

EV1. Content evaluation test: 50% of the final grade. Written tests. It will

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

EV3. Briefcase: Work in a small group analyzing and comparing languag

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

Passed subject: the student passes the subject if he obtains a minimum score of 5 points (scale 0-10) as a weigl

Recovery test: those students who have not met the criteria established to pass the course, will be able to recov

The request for a single evaluation implies the waiver of continuous evaluation (CA), and implies the delivery on :

The same resit process as the continuous assessment will be applied..

In the cases of second or superior enrollments, the evaluation of the subject will be the same as in the cases of fi

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

The student can request that the exam be translated from Catalan to Spanish as long as it is formally addressed

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1: Content test	50	2	0.08	2, 6, 4, 9, 13, 7
EV2: Audiometry	10	2	0.08	2, 3, 5, 4, 9, 13, 17
EV3: Briefcase	40	6	0.24	1, 3, 11, 6, 5, 10, 9, 8, 12, 16, 14, 15, 13, 7, 17, 18

## Bibliography

### Fundamental bibliography

Departament de Salut (Generalitat de Catalunya) (2010): Protocol per a la detecció precoç, el diagnòstic, el tractament i el seguiment de la hipoacúsia neonatal. ([https://e-aules.uab.cat/2020-21/pluginfile.php/959290/mod\\_resource/content/2/Protocol%20de%20deteccio%20i%20seguiment%20de%20la%20hipoacusia%20neonatal.pdf](https://e-aules.uab.cat/2020-21/pluginfile.php/959290/mod_resource/content/2/Protocol%20de%20deteccio%20i%20seguiment%20de%20la%20hipoacusia%20neonatal.pdf)).

Cardona, M.C.; Gomar, C.; Palmés, C. i Sadurní, N. (2010): Alumnado con pérdida auditiva. Barcelona: Graó

Creda Jordi Perelló (2010): Els alumnes amb sordesa a l'escola. Cicle mig i superior d'Educació Primària. <https://serveiseducatiu.xtec.cat/creda-jordiperello/wp-content/uploads/usu975/2016/05/Dossier-CM-CS.png>

Llombart, C. (2013): Tinc un/a alumne/a sord/a a l'aula. Consorci d'Educació de Barcelona. <http://www.xtec.cat/~cllombart/>

Silvestre, N. (2010): Les famílies que tenen criatures amb necessitats educatives específiques: les famílies oïdores que tenen criatures sordes. *Educar*, 45 (1-17).

Complementary bibliography

Amat, M.T. (2011). *Quadern de rehabilitació: Implant coclear*. Federació AICE, Barcelona.

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

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

Furmanski, H.M. (2005). *Implantes cocleares en niños: rehabilitación auditiva y terapia auditiva*. Asociación de implantados cocleares de España, Barcelona.

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

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

Silvestre, N.; Cambra, C.; Laborda, C.; Mies, A.; Ramspott, A.; Rosich, N.; Serrano, C. i Valero, J. (1998) *Sordera comunicació y aprendizaje*. Ed.Masson, Barcelona. *Manual bàsic 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 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.

Web links:

[www.fiapas.es](http://www.fiapas.es)

[www.oiresclave.org](http://www.oiresclave.org)

[www.t-oigo.com](http://www.t-oigo.com)

## **Software**

Does not apply