

Degree	Type	Year
Logopedia	OB	3

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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 and II

## 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.

## Learning Outcomes

1. CM12 (Competence) Explain in writing the diagnosis and proposed speech therapy treatment in order to inform other professionals involved in the case (speech therapists, ENT specialists, teachers, paediatricians, etc.).
2. KM23 (Knowledge) Recognise in which situations a referral is required to a specialist in ENT, audiology, speech therapy or other related specialties.
3. SM19 (Skill) Plan for family collaboration and participation in speech therapy treatment related to speech, voice, and hearing.
4. SM20 (Skill) Prepare a medical history based on the symptoms and signs provided by the patient.
5. SM21 (Skill) Analyse possible inequalities based on gender/sex or origin due to vocal and auditory characteristics.
6. SM67 (Skill) Apply the specific assessment tools appropriate for speech, voice and hearing.

7. SM68 (Skill) Design speech therapy interventions, selecting the appropriate objectives, techniques and resources for speech, voice and hearing intervention.

## 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

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes	21	0.84	KM23, SM19, SM21, KM23
Seminars and practices	24	0.96	CM12, KM23, SM19, SM20, SM21, SM67, SM68, CM12
Type: Supervised			
Tutorials	20	0.8	CM12, SM19, SM20, SM68, CM12
Type: Autonomous			
Reading documents	15	0.6	KM23, SM19, SM21, KM23
Study	20	0.8	KM23, SM19, SM21, SM67, SM68, KM23
Work preparation	40	1.6	CM12, KM23, SM19, SM20, SM21, SM67, SM68, CM12

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

In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1: Content test	50	2	0.08	KM23, SM20, SM21
EV2: Audiometry	10	2	0.08	CM12, KM23
EV3: Briefcase	40	6	0.24	CM12, KM23, SM19, SM20, SM21, SM67, SM68

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. V
- EV3. Briefcase: Work in a small group analyzing and comparing language

Each of the subject's learning evidence will be returned as follows: EV1 - In the Moodle classroom, week 20; EV2

A student who has given learning tests with a weight of less than 4,0 points (40%) will be considered "non-asses:

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

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. The single assessment is requested electr

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 delivery of the translation of the face-to-face assessment tests will be carried out if the requirements establis

## **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)).

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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.

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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:

<https://www.fiapas.es>

<https://www.acapps.org/web/>

<https://www.Phonak-Pip.es>

## Software

Does not apply

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	12	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed