

Degree programme	Type	Course
Speech therapy	OB	3

Contact lecturer

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Prerequisites

Group languages

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

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; Disorders and evaluation of the acquis

Objectives

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

- CM12 (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.).) 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.).
- KM23 (Recognise in which situations a referral is required to a specialist in ENT, audiology, speech therapy or other related specialties.) Recognise in which situations a referral is required to a specialist in ENT, audiology, speech therapy or other related specialties.
- SM19 (Plan for family collaboration and participation in speech therapy treatment related to speech, voice, and hearing.) Plan for family collaboration and participation in speech therapy treatment related to speech, voice, and hearing.
- SM20 (Prepare a medical history based on the symptoms and signs provided by the patient.) Prepare a medical history based on the symptoms and signs provided by the patient.
- SM21 (Analyse possible inequalities based on gender/sex or origin due to vocal and auditory characteristics.) Analyse possible inequalities based on gender/sex or origin due to vocal and auditory characteristics.

- SM67 (Apply the specific assessment tools appropriate for speech, voice and hearing.) Apply the specific assessment tools appropriate for speech, voice and hearing.
- SM68 (Design speech therapy interventions, selecting the appropriate objectives, techniques and resources for speech, voice and hearing intervention.) Design speech therapy interventions, selecting the appropriate objectives, techniques and resources for speech, voice and hearing intervention.

Contents

Subject 1. Anatomy and physiology of the ear.

Subject 2. Detection and diagnosis: Neonatal auditory screening, Classification of the deafness, tests of auditory

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

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

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

Subject 6. Modalities of schooling of the alumnado with deafness. Orientations at school.

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

Subject 8. The speech therapy intervention for the development of the oral language of the students with deafness

Learning activities and methodology

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

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

Assessment is continuous and will involve analysis and synthesis activities, the preparation of written reports,

and exams. Some activities are to be completed individually, while others are group-based.

There will be two types of evidence of learning:

1. Assignments: These may be completed individually or in small groups; some will be oral and others written, and they will not all carry the same weight in the final grade. These involve in-person work and submission via the campus platform.
2. Exams: There will be two written exams: one covering the introductory elements of the course and Teaching Module I, and the other covering Teaching Modules II and III. These are individual, in-person exams.

Consequently, the final course grade will be calculated as follows: EV1 30%, EV2 30%, and EV3 40%.

Feedback on the various assessment activities will be provided with sufficient time for students to make appropriate progress in their learning process: EV1 - In class, Week 10; EV2 - Tutorial, Week 20; EV3 - Moodle classroom, Week 15.

Please note that the "single assessment" option does NOT mean the student is exempt from attending class or following the course schedule; the student must complete EV1 and EV2 and submit EV3 on the same day their classmates take EV2. The assessment session may last up to 3 hours.

Definition of passing the course: In accordance with the Faculty's assessment guidelines, passing the course via continuous assessment requires-on a 0-10 scale-obtaining a minimum overall grade of 5.0 points, as well as a grade of 4.0 points or higher on each in-person assessment task that contributes 20% or more to the continuous assessment grade. Failure to meet these requirements (or any others established for the course) will result in a maximum recorded grade of 4.5 points. Definition of "Not Assessed" status: Students who have not submitted learning evidence accounting for at least 40% of the total weight will be recorded as "Not Assessed." Retake exams: Students who have not passed the course but have been assessed on at least two-thirds of the learning evidence items are eligible for a retake. The maximum grade for a retake is 5.0. Single assessment must be requested online (via e-form) during the designated period (further information is available on the Faculty website). "Students enrolling for the second or subsequent time are not eligible for assessment via a single, non-retakeable synthesis exam."

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html> Translated versions of in-person assessment papers will be provided if the requirements set out in Article 263 are met and the request is submitted online (via e-form) during Week 4 (further information is available on the Faculty website).

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%20tractament).

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

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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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	11	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	12	Catalan	second semester	morning-mixed