

**COURSE DATA****Data Subject**

<b>Code</b>	35308
<b>Name</b>	Education of Hearing Deficiency
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	35 - Education of the hearing impaired	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
LOPEZ TORRIJO, MANUEL	120 - Comparative Education and History of Education

**SUMMARY**

In the context of the professional qualification of the speech and language therapist, the subject Education of people with hearing impairments offers a specific formation for development capacity to people with hearing impairments. In particular proposes:

- To provide an approach to the hearing impairment topic from the perspective of educational and pedagogical rehabilitation.
- To learn about reality, models, conditions and resources for a quality education for those people with hearing impairments in the context of the educational and social inclusion.



- To know the state of the art about methodological perspectives.
- To train to develop guidance to teachers and families in order to achieve inclusive education for the hearing impaired students.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Though all compulsory subjects are essential for this subject, it is especially convenient to have passed the following subjects:

- Anatomy of language and hearing organs.
- Physiology of language and hearing organs.
- Educational Fundamentals of Speech Therapy.
- Hearing assessment.
- Hearing disorders.
- Speech Therapy Intervention in hearing difficulties.

## OUTCOMES

### 1203 - Degree in Speech Therapy

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Select, implement and facilitate the learning of augmentative communication systems, as well as the design and use of prostheses and technical aids adapted to the physical, psychological and social conditions of the patient.
- Advise families and other persons in the social environment of users, encourage their participation and collaboration in the speech therapy, address the peculiarities of each case and bear gender perspective in mind.



- Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.
- Develop communication skills in the general population.
- Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.
- Have an adequate speech production, language structure and voice quality.
- Have a concern for ensuring the quality of professional performance.

## **LEARNING OUTCOMES**

Implement mechanisms for educational inclusion of students with hearing impairment. Identify needs and implement the necessary support in rehabilitation programs from early attention to adult education. Delimit faculty advisory guidelines regarding communication disorders in education Define the advisory guidelines and responsibilities for communication disorder with families of people with a hearing impairment.

## **DESCRIPTION OF CONTENTS**

**1. Hearing disability: educative implications.**

**2. Educational development of the students with hearing impairments: cognition and language.**

**3. Pedagogical implications of the different approaches of intervention in speech and language therapy.**

**4. Pedagogical implications of the cochlear implant.**

**5. Familiar context: guidance for the participation in an inclusive education.**

**6. Inclusive education and hearing impairment.**

**7. Educational intervention in students with hearing impairment in initial and compulsory education.****8. Educational intervention after compulsory education, vocational training and university studies.****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of group work	10,00	0
Development of individual work	11,50	0
Study and independent work	26,00	0
Preparation of evaluation activities	20,00	0
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**

- Exposition of theoretical contents of the lecturer or student to develop and deepen the thematic sections.
- Case studies. Preparation of materials. Troubleshooting. Reading, analysis and critical appraisal of documents. Seminars, workshops and round tables.
- Study and self-employment based on the lectures, practicals, seminars and workshops about the contents of the subject.
- Evaluation. Design, development and written and oral group work to deepen specific aspects of the subject, presenting complementary activities.
- Review and individual counseling and group tasks.
- Personal or group tutoring

**EVALUATION**

**CRITERIA:**• Knowledge of the most important terminology, contents and theories related to the rehabilitation, education and inclusion of people with deafness. • Knowledge of hearing impairment and its psychological, educational and social implications. • In a special way, general knowledge of the main current rehabilitation methodologies and their educational implications • Practical initiation in some of these methodologies. • Knowledge of the conditions, resources and needs of inclusive education for students with hearing impairment. • Design of an Educational and Family Orientation Program.

**INSTRUMENTS:**• Written test on the theoretical contents. Recoverable. 3. 4 %. • Preparation of an Educational and Family Orientation Program -POEF- (individual or group). Recoverable. 33% • Practical test. Recoverable. 33%. To choose between: a practical exam on LPC (oral); or a written assessment of the specialist papers presented in the classes. It is essential to have passed each of the three parts: theory,



practice and POEF.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83.pdf>

## REFERENCES

### Basic

- Torres, S. et al. (1999). Deficiencia auditiva: Guía para profesionales y padres. Málaga: Ed. Aljibe.
- Torres, S. et al. (1995). Deficiencia auditiva: aspectos psicoevolutivos y educativos. Málaga: Ed. Aljibe.
- Torres, S. et al.. (2001). Sistemas alternativos de comunicación. Manual de comunicación aumentativa y alternativa: sistemas y estrategias. Málaga:Aljibe.
- FIAPAS (2007). Manual básico de Formación especializada sobre Discapacidad Auditiva. Madrid: FIAPAS.
- FIAPAS (2007). Apoyo a la comunicación oral en el ámbito educativo. Madrid: FIAPAS.
- Gallardo, J.R. (2003). Manual de logopedia escolar. Un enfoque práctico. Málaga, Aljibe.
- García , J.M. et al. (2001). El niño con déficit auditivo en el aula. Desarrollo, comunicación e intervención. Murcia: Diego Martín.
- Gajic, K. (1985) Habla y audición. Método verbotonal. Valencia, Nau Llibres.
- Gajic, K., Morant, I. (2010). Sordera y comunicación. Metodología Verbotonal e implante coclear. Málaga: Aljibe.
- Monfort, M. y Juárez, A. (2004) Leer para hablar. Madrid, Entha Ediciones.
- Torres, S. Y Ruiz, M.J. (1996). La Palabra Complementada: introducción a la intervención cognitiva en logopedia. Madrid: Cepe.