



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1170305 **Name:** Speech and language intervention in hearing deficiencies

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 1

**Module:** Impairments, disorders and speech and language intervention

**Subject Matter:** Deficit in the basic tools for the reception and production of language **Type:**

Compulsory

**Field of knowledge:** Speech and Language Therapy

**Department:** Speech Therapy

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### Impairments, disorders and speech and language intervention

Subject Matter	ECTS	Subject	ECTS	Year/semester
Language pathology	18,00	Language Pathologies I	6,00	1/1
		Language Pathologies II	6,00	1/2
		Learning difficulties	6,00	2/2
Deficit in the basic tools for the reception and production of language	24,00	Speech and language intervention in hearing deficiencies	6,00	3/1
		Speech and language intervention in voice disorders	6,00	3/1
		Speech Therapy Intervention in Speech Disorders	6,00	3/1
		Speech Therapy Intervention in Swallowing Disorders and Orofacial Alterations	6,00	3/2
Neuro-psycho-linguistic disorders	18,00	Speech and language intervention in aphasia and related disorders	6,00	3/2
		Speech and language intervention in specific disorders of language development	6,00	2/2



Neuro-psycho-linguistic disorders		Speech Therapy Intervention in Autism Spectrum Disorders and Intellectual Disability	6,00	3/2
Fluency Disorders	6,00	Speech Therapy Intervention in Stuttering	6,00	3/1
Alternative Communication	6,00	Alternative Communication	6,00	3/1

## Recommended knowledge

No prerequisites, except those established by the general regulations for access to Speech Therapy studies.

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To explore, evaluate, and diagnose patients with specific instruments
- R2 To understand the factors involved in patients' pathologies and the implications for the lives of the people who suffer from them.
- R3 To know how to choose and apply different models, methodologies, procedures, techniques, instruments and rehabilitation materials for the different types of pathology and patient profiles.
- R4 To know how to plan, elaborate and carry out the most suitable intervention programme for each patient based on their diagnosis and the information obtained during the exploration.
- R5 To acquire the technical and professional skills necessary to be able to apply speech therapies.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge belonging to the vanguard of their field of study		X		
CB2	Students can apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within their field of study			X	
CB3	Students have the ability to gather and interpret relevant data usually within their field of study to inform judgments that include reflection on relevant social, scientific or ethical		X		
CB4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist			X	
CB5	Capacity to develop those learning skills needed to undertake further studies with a high degree of autonomy				X
GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis		X		
CG2	Organize a work plan being able to carry it out within a specified period			X	
CG3	Find, evaluate, organize and manage information systems		X		
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction			X	



CG5 Make decisions and being responsible for them

X

SPECIFIC	Weighting			
	1	2	3	4
CE5 Understand and integrate the methodological foundations for research in Speech Therapy		X		
CE6 To understand the fundamentals of the evaluation and diagnostic process.				X
CE7 To know and apply evaluation models, techniques and instruments		X		
CE8 To evaluate language alterations in specific language developmental disorders: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.	X			
CE9 To write a logopedical evaluation report.	X			
CE10 To carry out an evaluation after the intervention.			X	
CE11 Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions				X



CE12	To know, recognize and discriminate between the variety of alterations: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.					X
CE16	Knowing the different characteristics of speech therapy intervention in family, school, health and clinical care contexts					X
CE21	Know how to design and write speech therapy reports				X	
CE26	To acquire practical knowledge for speech-language evaluation.	X				
CE34	Design, implement and evaluate actions to prevent communication and language disorders	X				
CE35	Explore, evaluate, diagnose and issue forecasts on the evolution of communication and language disorders from a multidisciplinary perspective	X				
CE36	To use the techniques and tools of exploration specific to the profession, and record, synthesize and interpret the data provided by integrating them into the set of information.				X	
CE37	Master the terminology that allows one to interact effectively with other professionals				X	
CE41	Work in school environments, health care and part of a professional team. Advise on the development, implementation of care and education policies on issues related to speech therapy	X				
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary				X	
CE44	Explain and support the selected treatment				X	
CE45	Promote communication skills in the general population	X				



CE47	Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions			X	
CE48	Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions				X
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures			X	
CE51	Communicate orally and in writing one's observations and conclusions to the patient, their families and other professionals involved in treatment, adapting to the sociolinguistic characteristics of the environment			X	
CE52	Develop and prepare reports for examination, diagnosis, monitoring, termination and referral			X	
CE53	Have adequate speech production, structure of language and voice quality	X			
CE54	Manage communication technologies and information	X			

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations				X
CT2	Critically evaluate own job performance and that of other professionals to improve results				X
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field			X	
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations		X		
CT6	Adapt to new situations arising in their profession				X
CT7	Having an open and flexible attitude to lifelong learning				X



CT8 Know and use of technical advances in the exercise of their  
profession

x



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Oral and/or written tests: exams, reports, resolution of internships.
	10,00%	Attendance, participation, continued work.
	10,00%	Performance and/or presentation of individual theoretical and practical activities.
	10,00%	Performance and/or presentation of theoretical and practical group activities.

### Observations

To pass the course, the student must obtain at least 5 points (out of 10) in each of the assessment instruments. If these thresholds are not met, the grades obtained will not count toward the final assessment of the course. Furthermore, these results will only be stored between exam sessions in the same academic year, but never between courses, in accordance with UCV regulations.

To pass the course, the student must pass the different assessment systems separately (minimum attendance of 40% of classes; active participation 10.00%; practicals 20.00%; and exam 70.00%).

**SINGLE ASSESSMENT MODALITY.** In justified cases in which the student cannot meet the required minimum of 40% attendance, they should consult the current regulations and request a single assessment from the professor. It will consist of a written, theoretical and practical exam, which will be administered during the final exam session for the course and will represent 80% of the grade. Furthermore, the submission of all assignments completed throughout the course will be mandatory, and will represent the remaining 20% of the grade.

**CRITERIA FOR AWARDING THE MATRICULATION WITH HONOR.** The Matricula de Honor will be awarded to students who have obtained a grade equal to or higher than 9.0. The number of distinctions awarded may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the enrollment is less than 20, in which case only one distinction may be awarded. (Royal Decree 1125/2003). Likewise, levels of excellence must be demonstrated in all competencies and learning outcomes.

**Citation and attribution criteria.** Any use of AI tools must be explicitly stated in the submitted document (for example, in a footnote or appendix). The name of the tool, the purpose of its use (e.g., grammar check, organizing ideas, writing sample), and the part of the work where it was used must be indicated. Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.
- M2 Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.
- M3 Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.
- M4 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M5 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1</p>	R1, R2, R3	38,00	1,52
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M2</p>	R1, R2, R3	34,00	1,36
<p>LABORATORY PRACTICES: Laboratory activities for obtaining, analyzing and interpreting samples. Learning of measurement techniques by means of instruments. Learning of safety measures.</p> <p>M2</p>	R1, R3	22,00	0,88
<p>SEMINARS. Monographic sessions with the participation of students, teachers and professionals. They focus on specific aspects related to the competencies of the module, subject or subject. They can be held in the classroom, in other academic environments or in other different ones.</p> <p>M1</p>	R2	12,00	0,48



**EVALUATION:** Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.

M1

R2, R3

8,00

0,32

**TOTAL**

**114,00**

**4,56**

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

LEARNING OUTCOMES

HOURS

ECTS

**GROUP WORK:** Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes or small group tutorials.

M2

R2, R3

24,00

0,96

**AUTONOMOUS WORK:** Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests.

M3

R1, R2, R3

12,00

0,48

**TOTAL**

**36,00**

**1,44**



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
BLOCK 1. Introduction to hearing loss and hearing screening	Topic 1. Anatomical and physiological overview of hearing. Normal and pathological auditory field Topic 2. Concept and classification of deafness. Prevalence of hearing loss Topic 3. Comprehensive evaluation of the deaf child. Hearing screening: Audiometry. Tone, verbotonal, and speech audiometry. Audiogram interpretation. Auditory evoked potentials. Acoustic otoacoustic emissions. Impedance measurement.
BLOCK 2. Hearing aids and technical aids	Topic 4. Cochlear implants and hearing aids Topic 5. FM Radio stations and other technical aids
BLOCK 3. Development of the hearing-impaired child	Topic 6. Variables that influence the development of people with hearing loss Topic 7. Cognitive, affective, and social development of the hearing-impaired Child Topic 8. Oral language development Topic 9. Learning written language in people with hearing loss
BLOCK 4. Historical and educational perspective of people with hearing Loss	Topic 10. Historical perspective of the education of people with hearing loss Topic 11. Communication modalities used in the education of children with hearing loss intervention for communicative and linguistic development
BLOCK 5. Speech therapy intervention for hearing loss in aging	Topic 12. Characteristics of hearing loss in adulthood and aging Topic 13. Speech therapy intervention for presbycusis



## Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1. Introduction to hearing loss and hearing screening	14,00	28,00
BLOCK 2. Hearing aids and technical aids	11,00	22,00
BLOCK 3. Development of the hearing-impaired child	12,00	24,00
BLOCK 4. Historical and educational perspective of people with hearing Loss	11,00	22,00
BLOCK 5. Speech therapy intervention for hearing loss in aging	9,00	18,00



## References

BASIC BIBLIOGRAPHY: Cardona, M. C. (2010). Students with Hearing Loss. Barcelona, Graó. Ferrández Mora, J. A., & Villalba Pérez, A. (1996). Educational Support for Students with Special Educational Needs Derived from Hearing Impairment. Valencia, Ministry of Culture, Education and Science. FIAPAS. (2004). Basic Manual of Specialized Training on Hearing Impairment. Madrid, FIAPAS. Gertner, A. (2021). Auditory Disorders in the Classroom: A Guide for Speech Language Pathologists, Audiologists and Educators. Charles C., Thomas Publisher. Herrán Martín, H. (2005). Technical Guide to Speech Therapy Intervention in Cochlear Implants. Madrid: Síntesis. Manrique Rodríguez, M. J., & Huarte Irujo, A. (2002). Cochlear Implants. Barcelona, Masson. Monsalve, A. (2011). Speech Therapy Intervention Guide for Hearing Impairments. Madrid, Síntesis. Saletsa, E., Perelló, E., & Bonavida, A. (2013). Audiology Treatise. Barcelona. Masson. Talbot, P. (2021). Topics in Auditory-Verbal Therapy: A Selection of Notes. Auditory Verbal International. Trinidad, G., & Jáudenes, C. (2011). Childhood Deafness: From Early Diagnosis to Educational Inclusion. Madrid, FIAPAS. Gajic, K., Liska, & Morant, A. (2010). Deafness and Communication: Verbotonal Methodology and Cochlear Implantation. Archidona, Aljibe. ADDITIONAL REFERENCES: Furmanski, H. M. (2003). Cochlear implants in children: auditory (re)habilitation and auditory-verbal therapy. Barcelona, Nexus. Jiménez Torres, M. G., & Lopez Sánchez, M. (2003). Hearing impairment: assessment, intervention, and psychopedagogical resources. Madrid, Sciences of Preschool and Special Education. Juárez Sánchez, A., & Monfort, M. (2001). Something to say: towards language acquisition: a guidance manual for parents of deaf children, ages 0 to 5. Madrid, Entha. Juárez, A. (2012). The social perception of school inclusion programs for deaf students. FIAPAS. Retrieved from [http://prod-plat-fiapas.geaportal.com/EPORTAL\\_DOCS/GENERAL/FIAPAS/DOCcw50b600bf2ce5a/FINALISTA\\_PREMIO\\_SEPARATAFIAPAS\\_142.pdf](http://prod-plat-fiapas.geaportal.com/EPORTAL_DOCS/GENERAL/FIAPAS/DOCcw50b600bf2ce5a/FINALISTA_PREMIO_SEPARATAFIAPAS_142.pdf) Lledó Carreres, A. (2008). Hearing Impairment: A Model of Inclusive Education. Barcelona, Edebé. Marchesi, A. (1987). The Cognitive and Linguistic Development of Deaf Children: Educational Perspectives. Madrid: Alianza. Puyuelo Sanclemente, M. (2001). Clinical Cases in Speech Therapy. Barcelona: Masson. Puyuelo Sanclemente, M. (2002). Language Intervention: Methodology and Educational Resources. Specific Applications to Hearing Impairment. Barcelona, Masson. Torres Monreal, S. (1995). Hearing Impairment: Psychodevelopmental and Educational Aspects. Archidona, Málaga, Aljibe. Torres Monreal, S., Urquiza de la Rosa, R., & Santana Hernández, R. (1999). Hearing Impairment: A Guide for Professionals and Parents. Archidona, Málaga, Ediciones Aljibe. Villalba Pérez, A., Ferrer Manchón, A. M., & Asensi Borrás, C. (2005). Reading in the Prelingually Deaf: Proposals for a Training Program. Madrid, Entha.