



COURSE DATA

DATA SUBJECT

Code: 35308
Name: Education of Hearing Deficiency
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Education of the hearing impaired	ELECTIVES

COORDINATION

ROCA CAMPOS ESTHER

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.

;"hps"""">hearing impaired students.an>



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.

COMPETENCES / LEARNING OUTCOMES

1203 - Degree in Speech Therapy

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.

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.

Develop communication skills in the general population.

Have a concern for ensuring the quality of professional performance.

Have an adequate speech production, language structure and voice quality.

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.

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 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.

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.



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.

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****PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	21,50
Independent study and work	26,00
Preparation of lessons	0,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	67,50

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>

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