

**COURSE DATA****DATA SUBJECT**

Code: 44525
Name: Sensory hearing impairment
Cycle: Master's Degree
ECTS Credits: 2.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	ICT and disability	ELECTIVES

COORDINATION

LOPEZ TORRIJO MANUEL

SUMMARY

The present subject deals with the differential characteristics that people with hearing impairment present and the services, programs, methodologies, materials that can help their full human development.

During the course of the subject, the characteristics and implications of the different types of hearing impairments are analyzed.

The psychological and pedagogical foundations of speech therapy intervention are deepened.

The different models and methods of communication and rehabilitation are analyzed and valued.

Finally, it specifically deepens in the care of hearing impairment in early care and in early childhood education.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



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

OTHER REQUIREMENTS

There are no specified enrollment restrictions with respect to other subjects of the study plan

COMPETENCES / LEARNING OUTCOMES

2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos

Conocer la etiología y las características físicas, cognitivas y emocionales de diferentes síndromes que cursan con necesidades específicas de apoyo educativo

Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo

Conocer y analizar los programas que oferta la administración educativa

Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Conocer y ser capaz de diseñar, aplicar y evaluar los sistemas de comunicación aumentativa.

Diseñar, aplicar y evaluar estrategias educativas inclusivas

Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones

Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.



Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

DESCRIPTION OF CONTENTS

1. 1. Hearing impairment and its educational implications

- What is hearing impairment.
- Types of deafness.
Degrees and implications of hearing impairment.
- Hearing impairment in figures.
- Difficulties and consequences of deafness.
- Keys for intervention.
Myths about hearing impairment.

2. 2. Fundamentals of Speech Therapy Intervention

- Cognitive development, language and hearing impairment.
- Language and mental representation.
- Reading phonology and deafness.
- Linguistic foundations of logopedic intervention
- Basic requirements of verbal development.

3. 3. Main models and methods of communication and rehabilitation

- Gestural models: Sign language. Dactylology.
- Auditory-oral models: Bimodal communication. Lip-reading. Complemented Word. Verbotonal Methodology. Complemented Oral Model.
- Early detection and diagnosis.
- Early intervention.
- Intervention in the childhood stage.
- Pedagogical considerations of speech therapy intervention.



4. Early childhood care for the hearing impaired

- Early detection and diagnosis.
- Early intervention.
- The family and the development of the child with hearing impairment.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	17,50
Total hours	17,50

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	23,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	38,00

TEACHING METHODOLOGY

Depending on the academic profile of the students and in accordance with the main approaches of Inclusive Education, referring to hearing impairment, the methodology of this subject seeks that students carry out active, individualized, participatory and supportive learning. For which you must combine:

- Participatory lecture: presentation of content by the teacher or the students, in order to justify, contextualize and clarify the different thematic content.
- Search, analysis and critical study of documentary sources, regulations, experiences, theoretical proposals, studies, research.
- Personal and group study related to the theoretical and practical classes on the contents of the subject.
- Design, development and written presentation of a speech therapy and educational intervention program.
- Review and guidance of individual and group work.



- Participation in the dynamics of the class.
- Complementation with optional deepening tasks, proposed by the students themselves.

EVALUATION

CRITERIA:

- ¿ Knowledge of hearing impairment and its psychological, educational and social implications.
- ¿ Approach to the main rehabilitation methods and systems.
- ¿ Design of intervention programs

TECHNIQUES:

- ¿ Written exam on the contents of the topics (50%). Recoverable.
- ¿ Design of an individual or group intervention program: 40%. Recoverable.
- ¿ Participation in the dynamics of the class through programmed activities (10%). Recoverable.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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