

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

**Code:** 46938  
**Name:** Hearing Disorders  
**Cycle:** Master's Degree  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Intervención en los Trastornos de la Audición y del Lenguaje	ELECTIVES

**COORDINATION**

FERRER MANCHON ANTONIO M

**SUMMARY**

The subject Hearing Disorders aims to offer an approach to the consequences and forms of evaluation and intervention related to limitations in auditory sensory functioning. To this end, first of all, the concept of deafness is explored from an audiological perspective, as well as the different classifications associated with it and the methods currently used for the screening of hearing loss and for the assessment of the degree of hearing loss. Likewise, the different causes linked to the onset of deafness will be considered.

In relation to intervention, the different approaches aimed at improving the communicative-linguistic development are introduced: auditory hearing skills, visual perception of oral language or lip-facial reading, cued speech, dactylography and bimodal communication. The impact that the use of different technologies for the use of auditory capacities (implantable and non-implantable prostheses) have on the improvement of auditory perception in general and speech perception in particular is presented.

From a sociocultural perspective, the basis related to the use of Sign Language and its status as a sign of identity of the Deaf Community are reviewed, also delving into the impact on cognitive processes and brain organization.

It analyzes the effect on the organization of the educational answer of the option on oral monolingual or



bilingual approaches in the education of children and young people with deafness.

It also deals with the intervention on reading competence in deaf people, analyzing programs and intervention strategies such as text adaptation.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

It is convenient to master different contents related to previous subjects:

- Formulas for the organization of the educational response to address SEN (Discourses and paradigms in inclusive research).
- Communicative-linguistic development in population without disabilities (Development and acquisition of language).
- Acquisition and mastery of reading (Intervention in Learning Difficulties).

## COMPETENCES / LEARNING OUTCOMES

### 2276 - Master's Degree in Special Education

Analyse and plan responses regarding assessment and/or intervention in relation to professional practice in therapeutic pedagogy, in hearing and language or in disability care.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design, implement and evaluate programmes for transitioning to adult life and programmes for implementing autonomous and independent living for people with different disabilities to improve their quality of life.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the impact of specific educational support needs on family relationships.

Know and understand the procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

Know and understand the terminology, concepts and basic principles related to different types of language, speech and voice disorders, as well as their diagnostic criteria, evolutionary course, prevalence and



comorbidities.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know the ethical principles of professional action in the field of specific educational support needs.

## DESCRIPTION OF CONTENTS

### 1. Audiological perspective of deafness.

Anatomical and physiological basis of hearing. Classification and characteristics of hearing impairment. Assessing hearing ability: detection and evaluation methods. Technologies and hearing loss: hearing aids.

### 2. Intervention for linguistic communicative development.

Hearing skills intervention. Visual-perception of oral language. Cued Speech. Dactilology. Communication or bimodal system.

### 3. Sociocultural and educational perspective of the deafness.

Legal framework and attention in hearing impairment. Sign Language. Socioaffective development and deafness: Deaf Community. Organization of the educational system according to the educational needs of deaf students.

### 4. Intervention for the development of reading competence.

Characteristics of reading in the deaf population. Strategies and intervention programs for the improvement of reading skills.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
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Attendance at other activities	21,00
Individual or group project	30,00
Independent study and work	10,00
Preparation of lessons	30,00
Preparation for assessment activities	14,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>105,00</b>

## TEACHING METHODOLOGY

Presentation, discussion and coordination.

Group and cooperative work.

Academic tutoring.

Participative lecture.

## EVALUATION

The assessment and qualification will include the following sections and weightings according to what is established in the Master's Syllabus:

- A) Report, written memory or essay (10%).
- B) Oral presentation of work and/or self-evaluation or peer evaluation (15%)
- C) Test and/or open-questions (70%)
- D) Group or individual tasks (5%).

In order to pass, a minimum of 50% of mastery in each of the sections A, B and C will be required.

In the second call, section D will not be recoverable.

Copying or plagiarism of any assignment part of the evaluation will make it impossible to pass, and the student will be subject to the appropriate disciplinary procedures. According to Article 13. d) of the University Student Statute (RD 1791/2010, December 30), it is the duty of students to refrain from using or cooperating in fraudulent procedures in evaluation tests, in the work performed or in official university documents. It would proceed as determined by the Protocol of action against fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>



## REFERENCES

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