

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

Code: 46950
Name: Auditory Sensory Disability
Cycle: Master's Degree
ECTS Credits: 2.5
Academic year: 2026-27

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	TIC y Discapacidad	ELECTIVES

COORDINATION

ROCA CAMPOS ESTHER

SUMMARY

The present subject deals with the differential characteristics that people with hearing impairment present and services, programs, methodologies, and materials that can help their full human development. The characteristics and implications of the different types of hearing impairments are analyzed during the subject. 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 the care of hearing impairment in early care and 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

COMPETENCES / LEARNING OUTCOMES

2276 - Master's Degree in Special Education

Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

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 and implement research procedures in the field of specific educational support needs.

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

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

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the aetiology and the physical, cognitive and emotional characteristics of different syndromes with specific educational support needs.

Know the anatomophysiological fundamentals related to visual and auditory capabilities and understand the heterogeneity of the different degrees of sensory, visual and hearing impairment as well as their psychoeducational and social implications.

Know the contributions of assistive technologies, authoring programmes and alternative and/or augmentative communication systems.

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

Know the manifestations of the different types of difficulties in self-regulation and learning in the social, personal and academic domains.

DESCRIPTION OF CONTENTS

- What is hearing impairment.
- Types of deafness.
 - Degrees and implications of hearing impairment.



1. 1. Hearing impairment and its educational implications

- What is hearing impairment.
- Types of deafness.- 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. Dactylogy.
- Auditory-oral models: Bimodal communication. Lip-reading. Complemented Word. Verbotonal Methodology. Complemented Oral Model.

4. 4. Early childhood care for the hearing impaired

- Early detection and diagnosis.
- Early intervention.
- Intervention in the childhood stage.
- Pedagogical considerations of speech therapy intervention.
- The family and the development of the child with hearing impairment.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	25,00
Total hours	25,00

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:

- - Essay writing
- - Peer evaluation
- - Group and individual practicals
- Analysis and research work.

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).

REFERENCES

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