Postgraduate Certificate
Hearing Impairment

tech technological university

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Postgraduate Certificate
Hearing Impairment

- Modality: **online**
- Duration: **6 weeks**
- Certificate: **TECH Technological University**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/in/education/postgraduate-certificate/hearing-impairment**

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01

Introduction

Hearing impairment is a disorder that has a direct impact on the communicative and cognitive skills of the youngest children, limiting their language acquisition and making teaching more difficult due to a diminished ability to hear. This fact makes the speech therapist specialized in the treatment of these pathologies a highly demanded professional in school environments to ensure the educational development of children. For this reason, TECH has created this Postgraduate Certificate, which will allow the student to master, from home and in a 100% online way, the use of cutting-edge activities for auditory rehabilitation or the use of the most sophisticated techniques of bimodal communication to enhance their professional growth.

You will learn to perform, thanks to this qualification, the best activities to ensure the auditory rehabilitation of the child who has recently been fitted with a hearing aid"

Early language acquisition can be significantly affected by hearing impairment, since hearing impairment is a major barrier to a child's cognitive development. Because of this, in recent years, new therapies have emerged aimed at enhancing the useful auditory remains and favoring a learning process that places the child at a similar pace to the rest of his peers in the school environment. Given the advantages offered by these new methods in improving the quality of life and teaching, professionals in the education sector are obliged to manage their use to ensure the welfare of the youngest children.

That is why TECH has created the Postgraduate Certificate in Hearing Impairment, with which the student will adopt the most updated skills in this field to improve their dealings with children suffering from various disorders of this caliber. During 150 hours of intensive learning, the student will handle the most efficient assessment and diagnostic instruments to detect a possible hearing impairment and will master each of the existing phases in the intervention of the same. Likewise, they will acquire certain notions of sign language to communicate with patients with a very high hearing loss.

This academic program has a 100% online methodology, which will enable the student to achieve excellent learning without the need to travel to a study center. Additionally, access to didactic content in a wide variety of textual and multimedia formats will guarantee an individualized, comfortable and adapted training to the academic needs of each student.

This **Postgraduate Certificate in Hearing Impairment** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of practical cases presented by experts in Speech Therapy, familiar with the treatment of patients suffering from some type of Hearing Impairment
- The graphic, schematic and eminently practical contents with which it is conceived provide excellent practical information on those disciplines that are essential for professional practice
- The practical exercises where the self-evaluation process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Improve your treatment with children who suffer from different types of Hearing Impairment and position yourself as a relevant professional in this area"

This Postgraduate Certificate will provide you with didactic contents, developed by speech therapists, that will be completely applicable in your daily professional life"

Master the most sophisticated methods of assessment and diagnosis of possible hearing loss through this program.

Enjoy a 100% online teaching that will enable you to achieve effective learning without neglecting your daily chores.

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

The design of this program focuses on Problem Based Learning, through which the professional must try to solve the different situations of professional practice that arise throughout the academic course. For this purpose students will be assisted by an innovative interactive video system developed by renowned experts.

02

Objectives

The Postgraduate Certificate in Hearing Impairment has been designed to allow the professional linked to the world of education to enhance their knowledge in dealing with the child who suffers from some type of Hearing Impairment. In this way, they will delve into the methods of early assessment and assimilate the best strategies to optimize their learning in the school environment. All this, thanks to the achievement of a series of established general and specific objectives.

Specialize in dealing with the child who suffers from Hearing Impairment to become a first level professional in the world of Speech Therapy"

General Objectives

- Provide a specialized education based on theoretical and instrumental knowledge that will enable the student to obtain skills in detection, prevention, assessment and intervention in the logopathies treated
- Consolidate basic knowledge of the intervention process in the classroom and other spaces based on the latest technological advances that facilitate access to information and the curriculum for these students
- Update and develop specific knowledge on the characteristics of these disorders in order to refine the differential and proactive diagnosis that sets the guidelines for intervention
- Raise awareness in the educational community of the need for educational inclusion and holistic intervention models with the participation of all members of the community
- Learn about educational experiences and good practices in speech therapy and psychosocial intervention that promote the personal, socio-family and educational adaptation of students with these educational needs

Specific Objectives

- Assimilation of the anatomy and functionality of the organs and mechanisms involved in hearing
- Deepen in the concept of hypoacusis and the different types that exist
- Know the assessment and diagnostic tools to assess hearing loss and the importance of a multidisciplinary team to carry it out
- Be able to carry out an effective intervention in a Hypoacusia, knowing and internalizing all the phases of such intervention
- Know and understand the functioning and importance of Hearing Aids and Cochlear Implants
- Deepen in Bimodal Communication and to be able to understand its functions and their importance
- Approach the world of sign language, knowing its history, its structure, and the importance of its existence
- To understand the role of the Interpreter in Sign Language (ILSE)

Thanks to this program, you will master the most useful mechanisms to perform an optimal intervention in hypoacusis"

03

Course Management

In order to preserve the academic excellence that characterizes TECH programs, this Postgraduate Certificate has a teaching staff made up of Speech Therapy specialists who have experience in dealing with children with hearing impairment. Likewise, the didactic resources to which the student will have access throughout this program are specifically developed by these professionals, which is why the knowledge they will provide will have been previously applied in their own career.

The teachers responsible for teaching this Postgraduate Certificate work actively in the field of Speech Therapy to offer you the most effective skills in dealing with people with Hearing Impairment"

International Guest Director

Dr. Elizabeth Anne Rosenzweig is an internationally renowned specialist dedicated to the care of children with hearing loss. As a Speech Language Expert and Certified Therapist, she has pioneered several telepractice-based early assistance strategies of broad benefit to patients and their families.

Dr. Rosenzweig's research interests have also focused on trauma support, culturally sensitive auditory-verbal practice and personal coaching. Her active scholarly work in these areas has earned her numerous awards, including Columbia University's Diversity Research Award.

Thanks to her advanced skills, she has taken on professional challenges such as the leadership of the Edward D. Mysak Communication Disorders Clinic at Columbia University. She is also known for her academic career, having served as a professor at Columbia's Teachers College and as a collaborator with the General Institute of Health Professions. On the other hand, she is an official reviewer of publications with a high impact in the scientific community such as The Journal of Early Hearing Detection and Intervention and The Journal of Deaf Studies and Deaf Education.

In addition, Dr. Rosenzweig manages and directs the AuditoryVerbalTherapy.net project, from where she offers remote therapy services to patients located in different parts of the world. She is also a speech and audiology consultant for other specialized centers located in different parts of the world. She has also focused on developing non-profit work and participating in the Listening Without Limits Project for children and professionals in Latin America. At the same time, the Alexander Graham Bell Association for the Deaf and Hard of Hearing relies on her as its vice-president.

Dra. Rosenzweig, Elizabeth Anne

- Director of the Communication Disorders Clinic at Columbia University, New York, United States
- Professor, General Hospital Institute of Health Professions, New York, United States
- Director of Private Practice AuditoryVerbalTherapy.net
- Department Head, Yeshiva University
- Attending Specialist at Teachers College, Columbia University
- Reviewer for The Journal of Deaf Studies and Deaf Education and The Journal of Early
- Hearing Detection and Intervention
- Vice-President, Alexander Graham Bell Association for the Deaf and Hard of Hearing
- Ph.D. in Education from Columbia University
- Master's Degree in Speech Therapy from Fontbonne University
- B.S. in Communication Sciences and Communication Disorders from Texas Christian University
- Member of:
- American Speech and Language Association
- American Cochlear Implant Alliance
- National Consortium for Leadership in Sensory Impairment

Thanks to TECH you will be able to learn with the best professionals in the world"

Management

Ms. Vázquez Pérez, María Asunción

- Speech Therapist Specialist in Neurologopedia
- Speech therapist at Neurosens
- Speech therapist in Rehabilitation Clinic Rehasalud
- Speech Therapist at Sendas Psychology Office
- Graduate in Speech Therapy from the University of A Coruña
- Master's Degree in Neurology Therapy

Professors

Ms. Cerezo Fernández, Ester

- Speech therapist at Paso a Paso - Neurorehabilitation Clinic
- Speech therapist at the San Jeronimo Residence
- Editor of Zona Hospitalaria Magazine
- Graduate in Speech Therapy from the University of Castilla-La Mancha
- Master's Degree in Clinical Neuropsychology by ITEAP Institute
- Expert in Myofunctional Therapy by Euroinnova Business School
- Expert in Early Childhood Care by Euroinnova Business School
- Expert in Music Therapy by Euroinnova Business School

Ms. Mata Ares, Sandra María

- Speech Therapist Specialized in Speech Therapy Intervention in Children and Adolescents
- Speech Therapist at Sandra Comunícate Speech Therapist
- Speech therapist at Fisiosaúde
- Speech therapist at Ana Parada Multi-Purpose Center
- Speech Therapist at Psychology and Family Speech Therapist Health Center
- Graduate in Speech Therapy from the University of A Coruña
- Master's Degree in Speech Therapy Intervention in Childhood and Adolescence from the University of Coruña

Ms. Plana González, Andrea
- Founder of Logrospedia
- Speech therapist at ClínicActiva and Amaco Salud
- Graduate in Speech Therapy from the University of Valladolid
- Master's Degree in Orofacial Motricity and Myofunctional Therapy from the Pontifical University of Salamanca
- Master's Degree in Vocal Therapy from the CEU Cardenal Herrera University
- University Expert in Neurorehabilitation and Early Care by CEU Cardenal Herrera University

Ms. López Mouriz, Patricia
- Psychologist at FÍSICO Fisioterapia y Salud
- Psychologist Mediator at ADAFAD Association
- Psychologist at Centro Orienta
- Psychologist in Psychotécnico Abrente
- Degree in Psychology from the University of Santiago de Compostela (USC)
- Master's Degree in in General Health Psychology by USC
- Training in Equality, Brief Therapy and Learning Difficulties in Children

Ms. Berbel, Fina Mari
- Speech Therapist Specialist in Clinical Audiology and Hearing Therapy
- Speech therapist at the Federation of Deaf People of Alicante
- Degree in Speech Therapy from the University of Murcia
- Master's Degree in Clinical Audiology and Hearing Therapy from the University of Murcia
- Training in Spanish Sign Language Interpretation (LSE)

Ms. Rico Sánchez, Rosana
- Director and Speech Therapist at Palabras y Más - Center for Speech Therapy and Pedagogy
- Speech therapist at OrientaMedia
- Speaker at specialized conferences
- Diploma in Speech Therapy from the University of Valladolid
- Degree in Psychology from UNED
- Specialist in Alternative and Augmentative Communication Systems (SAAC)

04

Structure and Content

The syllabus of the Postgraduate Certificate in Hearing Impairment has been designed to provide the necessary content for students to increase their speech therapy skills in the field of hearing impairment oriented to the school environment. The didactic materials that will be available throughout the duration of this program are accessible in supports such as the evaluative tests, the explanatory video or the complementary readings. Thanks to this, the student will enjoy an effective learning process, supported by the convenience of studying from home, thanks to the 100% online methodology.

Increase your knowledge in Hearing Impairment without having to travel to study centers"

Module 1. Understanding Hearing Impairments

1.1. The Auditory System: Anatomical and Functional Bases
- 1.1.1. Introduction to Unit
  - 1.1.1.1. Preliminary Considerations
  - 1.1.1.2. Concept of Sound
  - 1.1.1.3. Concept of Noise
  - 1.1.1.4. Concept of Sound Wave
- 1.1.2. The External Ear
  - 1.1.2.1. Concept and Function of the External Ear
  - 1.1.2.2. Parts of the External Ear
- 1.1.3. The Middle Ear
  - 1.1.3.1. Concept and Function of the Middle Ear
  - 1.1.3.2. Parts of the Middle Ear
- 1.1.4. The Inner Ear
  - 1.1.4.1. Concept and Function of the Inner Ear
  - 1.1.4.2. Parts of the Inner Ear
- 1.1.5. Hearing Physiology
- 1.1.6. How Does Natural Hearing Work?
  - 1.1.6.1. Concept of Natural Hearing
  - 1.1.6.2. Mechanism of Undisturbed Hearing

1.2. Hearing Loss
- 1.2.1. Hearing Loss
  - 1.2.1.1. Concept of Hearing Loss
  - 1.2.1.2. Symptoms of Hearing Loss
- 1.2.2. Classification of Hearing Loss According to Where the Lesion is Located
  - 1.2.2.1. Transmission or Conduction Hearing Loss
  - 1.2.2.2. Perceptual or Sensorineural Hearing Losses
- 1.2.3. Classification of Hearing Loss according to the degree of Hearing Loss
  - 1.2.3.1. Light or Mild Hearing Loss
  - 1.2.3.2. Medium Hearing Loss
  - 1.2.3.3. Severe Hearing Loss
  - 1.2.3.4. Profound Hearing Loss

1.2.4. Classification of Hearing Loss according to Age of Onset
1.2.4.1. Prelocution Hearing Loss
1.2.4.2. Perlocution Hearing Loss
1.2.4.3. Postlocution Hearing Loss
1.2.5. Classification of Hearing Loss according to its Etiology
1.2.5.1. Accidental Hearing Loss
1.2.5.2. Hearing Loss due to the consumption of Ototoxic Substances
1.2.5.3. Genetic origin Hearing Loss
1.2.5.4. Other Possible Causes
1.2.6. Risk factors for Hearing Loss
1.2.6.1. Aging
1.2.6.2. Loud Noises
1.2.6.3. Hereditary Factor
1.2.6.4. Recreational Sports
1.2.6.5. Others
1.2.7. Prevalence of Hearing Loss
1.2.7.1. Preliminary Considerations
1.2.7.2. Prevalence of Hearing Loss in the rest of the Countries
1.2.8. Comorbidity of Hearing Loss
1.2.8.1. Comorbidity in Hearing Loss
1.2.8.2. Associated Disorders
1.2.9. Comparison of the intensity of the most frequent Sounds
1.2.9.1. Sound Levels of frequent noises
1.2.10 Hearing Prevention
1.2.10.1. Preliminary Considerations
1.2.10.2. The Importance of Prevention
1.2.10.3. Preventive Methods for Hearing Care

1.3. Audiology and Audiometry

1.4. Hearing Aids
1.4.1. Preliminary Considerations
1.4.2. History of Hearing Aids
1.4.3. What are Hearing Aids?
1.4.3.1. Concept of Hearing Aid
1.4.3.2. How does a Hearing Aid work?
1.4.3.3. Description of the Device
1.4.4. Hearing Aid fitting and fitting Requirements
1.4.4.1. Preliminary Considerations
1.4.4.2. Hearing Aid Fitting Requirements
1.4.4.3. How is a Hearing Aid fitted?
1.4.5. When is it not advisable to fit a Hearing Aid?
1.4.5.1. Preliminary Considerations
1.4.5.2. Aspects that influence the Professional's Final Decision
1.4.6. The Success and Failure of Hearing Aid fitting
1.4.6.1. Factors influencing the success of Hearing Aid fitting
1.4.6.2. Factors influencing the failure of Hearing Aid fitting
1.4.7. Analysis of the Evidence on Effectiveness, Safety, and Ethical Aspects of the Hearing Aid
1.4.7.1. Hearing Aid Effectiveness
1.4.7.2. Hearing Aid Safety
1.4.7.3. Ethical Aspects of the Hearing Aid
1.4.8. Indications and Contraindications of Hearing Aids
1.4.8.1. Preliminary Considerations
1.4.8.2. Hearing Aid Indications
1.4.8.3. Hearing Aid Contraindications
1.4.9. Current Hearing Aid Models
1.4.9.1. Introduction
1.4.9.2. The different current Hearing Aid Models
1.4.10. Final Conclusions

1.5. Cochlear Implants
- 1.5.1. Introduction to Unit
- 1.5.2. History of Cochlear Implants
- 1.5.3. What are Cochlear Implants?
  - 1.5.3.1. Concept of Cochlear Implant
  - 1.5.3.2. How does a Cochlear Implant work?
  - 1.5.3.3. Description of the Device
- 1.5.4. Requirements for Cochlear Implant Placement
  - 1.5.4.1. Preliminary Considerations
  - 1.5.4.2. Physical Requirements to be met by the user
  - 1.5.4.3. Psychological Requirements to be met by the user
- 1.5.5. Implementation of Cochlear Implant
  - 1.5.5.1. The Surgery
  - 1.5.5.2. Implant Programming
  - 1.5.5.3. Professionals involved in the Surgery and in the Implant Programming
- 1.5.6. When Is It Not Advisable to Place a Cochlear Implant?
  - 1.5.6.1. Preliminary Considerations
  - 1.5.6.2. Aspects that influence the Professional's Final Decision
- 1.5.7. Success and Failure of Cochlear Implantation
  - 1.5.7.1. Factors influencing the success of Cochlear Implant Placement
  - 1.5.7.2. Factors Influencing Cochlear Implant Placement Failure
- 1.5.8. Analysis of the Evidence on Effectiveness, Safety, and Ethical Aspects of Cochlear Implants
  - 1.5.8.1. Effectiveness of Cochlear Implants
  - 1.5.8.2. Safety of Cochlear Implants
  - 1.5.8.3. Ethical Aspects of Cochlear Implants
- 1.5.9. Indications and Contraindications of Cochlear Implants
  - 1.5.9.1. Preliminary Considerations
  - 1.5.9.2. Indications of Cochlear Implants
  - 1.5.9.3. Contraindications of Cochlear Implants
- 1.5.10. Final Conclusions

1.6. Speech Therapy Evaluation instruments in Hearing Impairments
- 1.6.1. Introduction to Unit
- 1.6.2. Elements to take into account during the Evaluation
  - 1.6.2.1. Level of Care
  - 1.6.2.2. Imitation
  - 1.6.2.3. Visual Perception
  - 1.6.2.4. Mode of Communication
  - 1.6.2.5. Hearing
    - 1.6.2.5.1. Reaction to unexpected Sounds
    - 1.6.2.5.2. Sound Detection What sounds do you hear?
    - 1.6.2.5.3. Identification and Recognition of Environmental and Speech Sounds
- 1.6.3. Audiometry and the Audiogram
  - 1.6.3.1. Preliminary Considerations
  - 1.6.3.2. Concept of Audiometry
  - 1.6.3.3. Concept of Audiogram
  - 1.6.3.4. The function of Audiometry and the Audiogram
- 1.6.4. First Part of the Assessment: Medical History
  - 1.6.4.1. General Development of the Patient
  - 1.6.4.2. Type and degree of Hearing Loss
  - 1.6.4.3. Timing of onset of Hearing Loss
  - 1.6.4.4. Existence of Associated Pathologies
  - 1.6.4.5. Mode of Communication
  - 1.6.4.6. Use or Absence of Hearing Aids
    - 1.6.4.6.1. Date of Fitting
    - 1.6.4.6.2. Other Aspects
- 1.6.5. Second Part of the Assessment: Otorhinolaryngologist and Prosthetist
  - 1.6.5.1. Preliminary Considerations
  - 1.6.5.2. Otolaryngologist's Report
    - 1.6.5.2.1. Analysis of the Objective Tests
    - 1.6.5.2.2. Analysis of the Subjective Tests
  - 1.6.5.3. Prosthetist's Report

1.6.6. Second Part of the Assessment: Standardized Tests
- 1.6.6.1. Preliminary Considerations
- 1.6.6.2. Speech Audiometry
  - 1.6.6.2.1. Ling Test
  - 1.6.6.2.2. Name Test
  - 1.6.6.2.3. Psychologist's Assessment Early Speech Perception Test (ESP)
  - 1.6.6.2.4. Distinguishing Features Test
  - 1.6.6.2.5. Vowel Identification Test
  - 1.6.6.2.6. Consonant Identification Test
  - 1.6.6.2.7. Monosyllable Recognition Test
  - 1.6.6.2.8. Bisyllable Recognition Test
  - 1.6.6.2.9. Phrase Recognition Test
    - 1.6.6.2.9.1. Open-choice Sentence Test with Support
    - 1.6.6.2.9.2. Test of Open-choice Sentences without Support
- 1.6.6.3. Oral Language Test/Tests
  - 1.6.6.3.1. PLON-R
  - 1.6.6.3.2. Reynell Scale of Language Development
  - 1.6.6.3.3. ITPA
  - 1.6.6.3.4. ELCE
  - 1.6.6.3.5. Monfort Induced Phonological Register
  - 1.6.6.3.6. MacArthur
  - 1.6.6.3.7. Boehm's Test of basic concepts
  - 1.6.6.3.8. BLOC

1.6.7. Elements to be included in a Speech Therapy Report on Hearing Impairment
- 1.6.7.1. Preliminary Considerations
- 1.6.7.2. Important and Basic Elements
- 1.6.7.3. Importance of the Speech Therapy Report in Auditory Rehabilitation

1.6.8. Evaluation of the Hearing-Impaired child in the school context
- 1.6.8.1. Professionals to be Interviewed
  - 1.6.8.1.1. Tutor
  - 1.6.8.1.2. Professors
  - 1.6.8.1.3. Hearing and Speech Teacher
  - 1.6.8.1.4. Others

1.6.9. Early Detection
1.6.9.1. Preliminary Considerations
1.6.9.2. The importance of Early Diagnosis
1.6.9.3. Why is a Speech Therapy Evaluation more effective when the child is younger?
1.6.10 Final Conclusions
1.7. Speech-language Pathologist's role in Hearing Impairment Intervention
1.7.1. Introduction to Unit
1.7.1.1. Methodological Approaches, according to Perier's classification (1987)
1.7.1.2. Oral Monolingual Methods
1.7.1.3. Bilingual Methods
1.7.1.4. Mixed Methods
1.7.2. Are there any differences between Rehabilitation after a Hearing Aid or Cochlear Implant?
1.7.3. Post-implant intervention in Prelingually Hearing-impaired children
1.7.4. Post-implant Intervention in Postlocution children
1.7.4.1. Introduction to Unit
1.7.4.2. Phases of Auditory Rehabilitation
1.7.4.2.1. Sound Detection Phase
1.7.4.2.2. Discrimination Phase
1.7.4.2.3. Identification Phase
1.7.4.2.4. Recognition Phase
1.7.4.2.5. Comprehension Phase
1.7.5. Useful Activities for Rehabilitation
1.7.5.1. Activities for the Detection Phase
1.7.5.2. Activities for the Discrimination Phase
1.7.5.3. Activities for the Identification Phase
1.7.5.4. Activities for the Recognition Phase
1.7.5.5. Activities for the Comprehension Phase
1.7.6. Role of the family in the Rehabilitation Process
1.7.6.1. Guidelines for families
1.7.6.2. Is the presence of the parents in the Sessions advisable?

1.7.7. The Importance of an Interdisciplinary Team during the Intervention
1.7.7.1. Preliminary Considerations
1.7.7.2. Why the Interdisciplinary Team is so important
1.7.7.3. The Professionals involved in Rehabilitation
1.7.8. Strategies for the School Environment
1.7.8.1. Preliminary Considerations
1.7.8.2. Communication Strategies
1.7.8.3. Methodological Strategies
1.7.8.4. Strategies for Text Adaptation
1.7.9. Materials and Resources adapted to the Speech Therapy Intervention in Audiology
1.7.9.1. Self-made useful Materials
1.7.9.2. Commercially available Material
1.7.9.3. Useful Technological Resources
1.7.10 Final Conclusions
1.8. Bimodal Communication
1.8.1. Introduction to Unit
1.8.2. What does Bimodal Communication consist of?
1.8.2.1. Concept
1.8.2.2. Functions
1.8.3. Elements of Bimodal Communication
1.8.3.1. Preliminary Considerations
1.8.3.2. Elements of Bimodal Communication
1.8.3.2.1. Pantomimic Gestures
1.8.3.2.2. Elements of Sign Language
1.8.3.2.3. Natural Gestures
1.8.3.2.4. "Idiosyncratic" Gestures
1.8.3.2.5. Other Elements

1.8.4. Objectives and Advantages of the use of Bimodal Communication
- 1.8.4.1. Preliminary Considerations
- 1.8.4.2. Advantages of Bimodal Communication
  - 1.8.4.2.1. Regarding the Word at the Reception
  - 1.8.4.2.2. Regarding the Word in Expression
- 1.8.4.3. Advantages of Bimodal Communication over other Augmentative and Alternative Communication Systems

1.8.5. When should we consider using Bimodal Communication?
- 1.8.5.1. Preliminary Considerations
- 1.8.5.2. Factors to Consider
- 1.8.5.3. Professionals making the Decision
- 1.8.5.4. The Importance of the Role of the Family

1.8.6. The Facilitating Effect of Bimodal Communication
- 1.8.6.1. Preliminary Considerations
- 1.8.6.2. The Indirect Effect
- 1.8.6.3. The Direct Effect

1.8.7. Bimodal Communication in the different Language Areas
- 1.8.7.1. Preliminary Considerations
- 1.8.7.2. Bimodal Communication and Comprehension
- 1.8.7.3. Bimodal Communication and Expression

1.8.8. Forms of Implementation of Bimodal Communication

1.8.9. Programs aimed at learning and implementing the Bimodal System
- 1.8.9.1. Preliminary Considerations
- 1.8.9.2. Introduction to Bimodal Communication Supported by Click and NeoBook Authoring Tools
- 1.8.9.3. Bimodal 2000

1.8.10. Final Conclusions

1.9. The figure of the Interpreter of Sign Language (ILSE)

1.9.1. Introduction to Unit

1.9.2. History of Interpretation
- 1.9.2.1. History of Oral Language Interpreting
- 1.9.2.2. History of Sign Language Interpreting
- 1.9.2.3. Sign Language Interpreting as a Profession

1.9.3. The Interpreter of Sign Language (ILSE)
- 1.9.3.1. Concept
- 1.9.3.2. ILSE Professional Profile
  - 1.9.3.2.1. Personal Characteristics
  - 1.9.3.2.2. Intellectual Characteristics
  - 1.9.3.2.3. Ethical Characteristics
  - 1.9.3.2.4. General Knowledge
- 1.9.3.3. The Indispensable Role of the Sign Language Interpreter
- 1.9.3.4. Professionalism in Interpreting

1.9.4. Interpreting Methods
- 1.9.4.1. Characteristics of Interpreting
- 1.9.4.2. The purpose of Interpretation
- 1.9.4.3. Interpreting as a Communicative and Cultural Interaction
- 1.9.4.4. Types of Interpretation
  - 1.9.4.4.1. Consecutive Interpretation
  - 1.9.4.4.2. Simultaneous Interpretation
  - 1.9.4.4.3. Interpreting in a telephone call
  - 1.9.4.4.4. Interpreting Written Texts

1.9.5. Components of the Interpretation Process
- 1.9.5.1. Message
- 1.9.5.2. Perception
- 1.9.5.3. Linking Systems
- 1.9.5.4. Comprehension
- 1.9.5.5. Interpretation
- 1.9.5.6. Assessment
- 1.9.5.7. Human Resources Involved

1.9.6. List of the Elements of the Interpretation Mechanism
- 1.9.6.1. Moser's Hypothetical Model of Simultaneous Interpretation
- 1.9.6.2. Colonomos' Model of Interpreting Work
- 1.9.6.3. Cokely's Interpretation Process Model

1.9.7. Interpretation Techniques
- 1.9.7.1. Concentration and Attention
- 1.9.7.2. Memory
- 1.9.7.3. Note Taking
- 1.9.7.4. Verbal Fluency and Mental Agility
- 1.9.7.5. Resources for Lexical Building

1.9.8. ILSE Fields of Action
- 1.9.8.1. Services in General
- 1.9.8.2. Specific Services
- 1.9.8.3. Organization of ILS services in other European Countries

1.9.9. Ethical Standards
- 1.9.9.1. The ILSE Code of Ethics
- 1.9.9.2. Fundamental Principles
- 1.9.9.3. Other Ethical Principles

1.9.9. Sign Language Interpreter Associations
- 1.9.9.1. ILS Associations in Europe
- 1.9.9.2. ILS Associations in the rest of the World

It has a wide range of topics accessible in formats such as interactive summary or explanatory video to liven up your teaching"

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

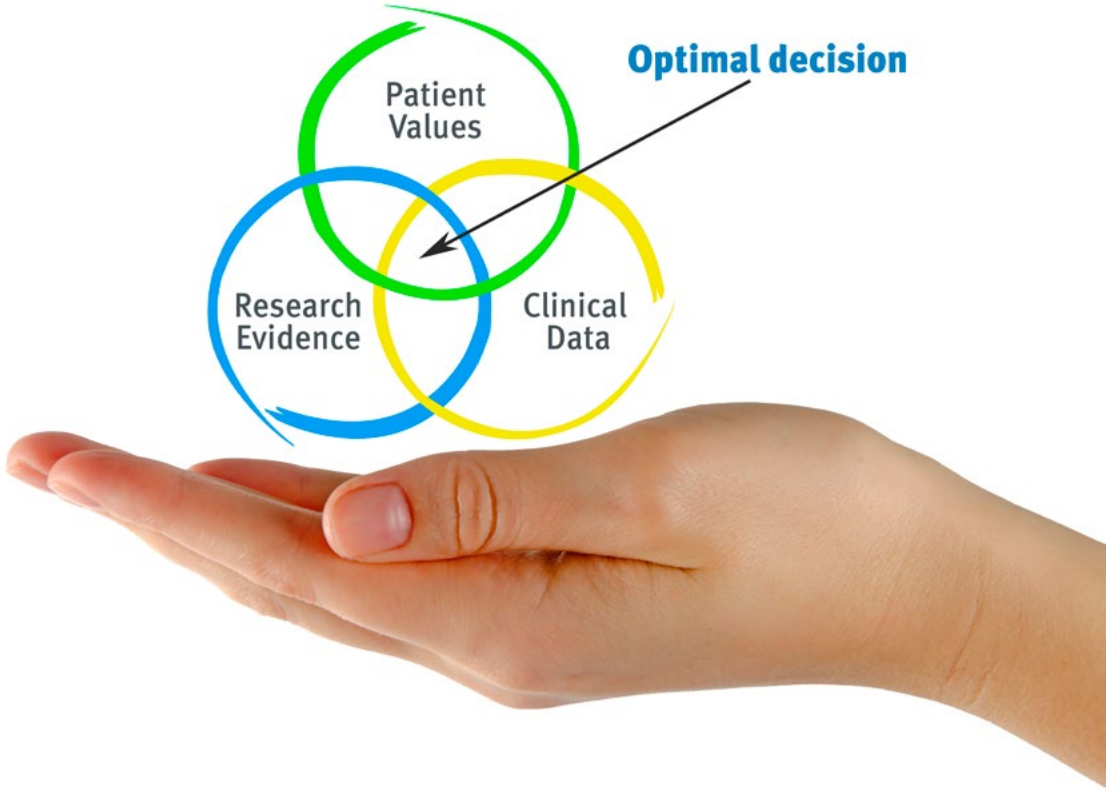
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.

2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.

3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.

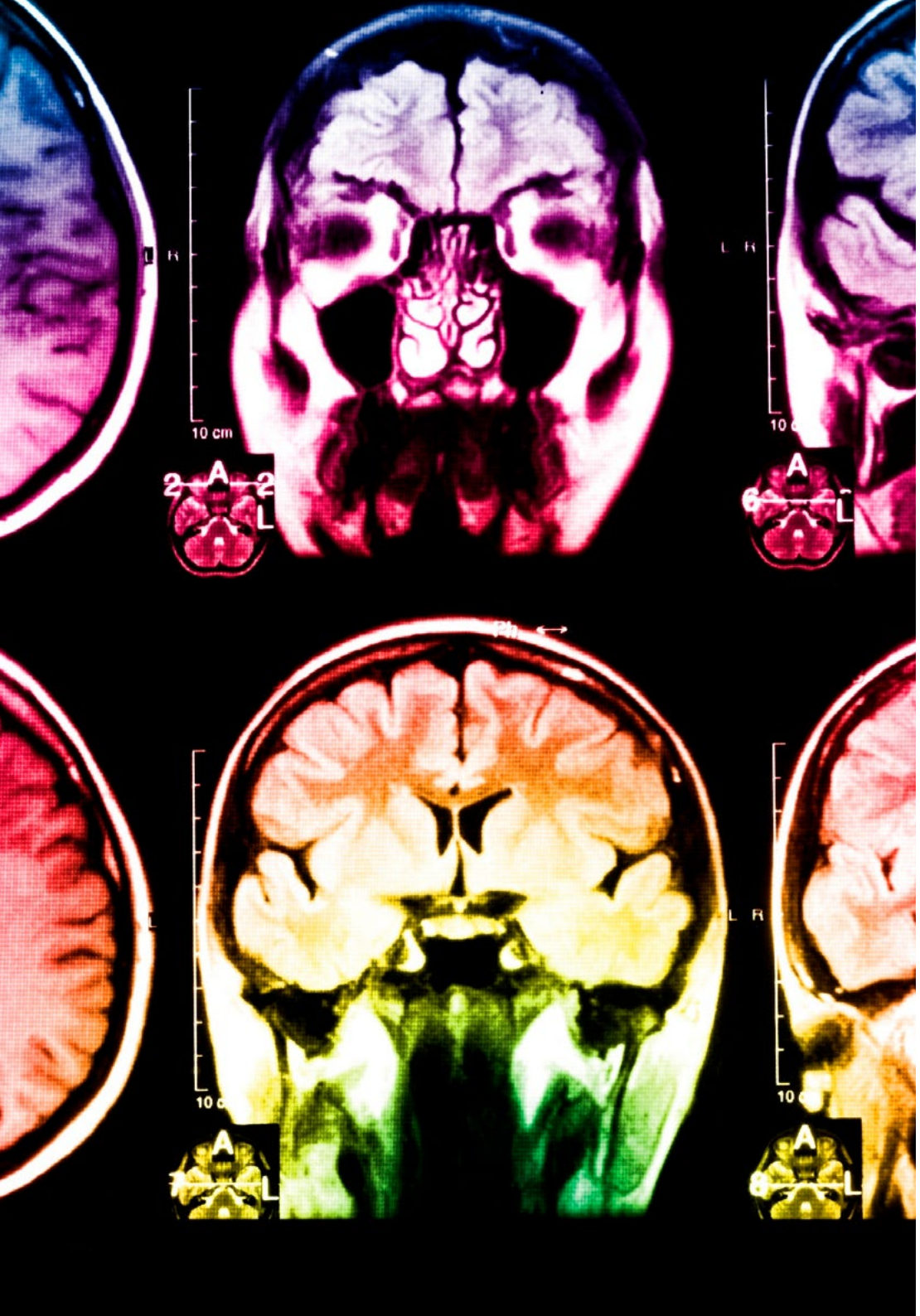
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

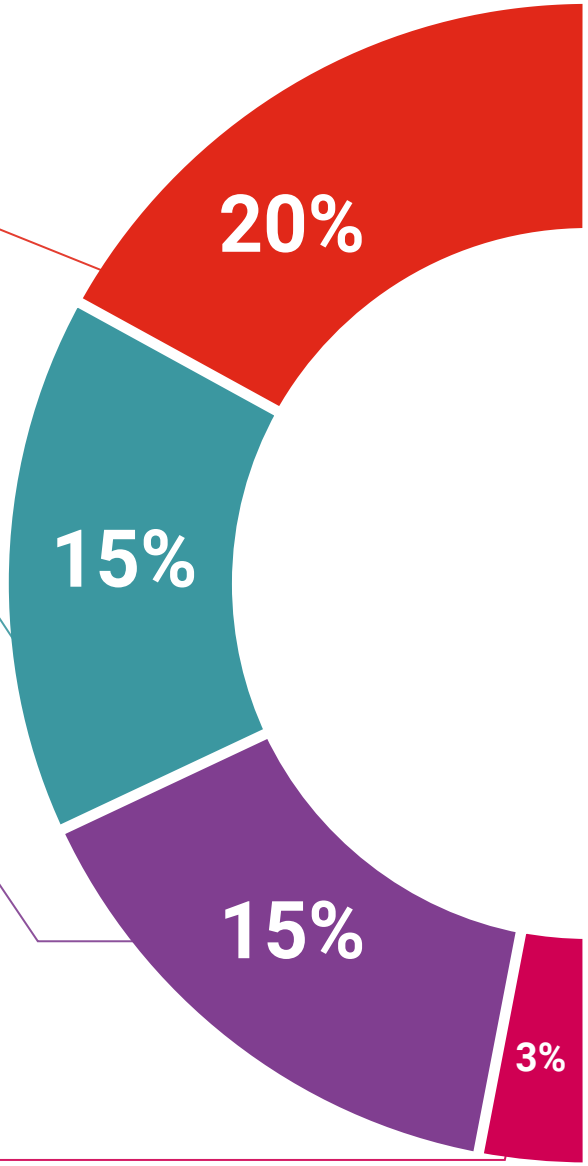
Interactive Summaries

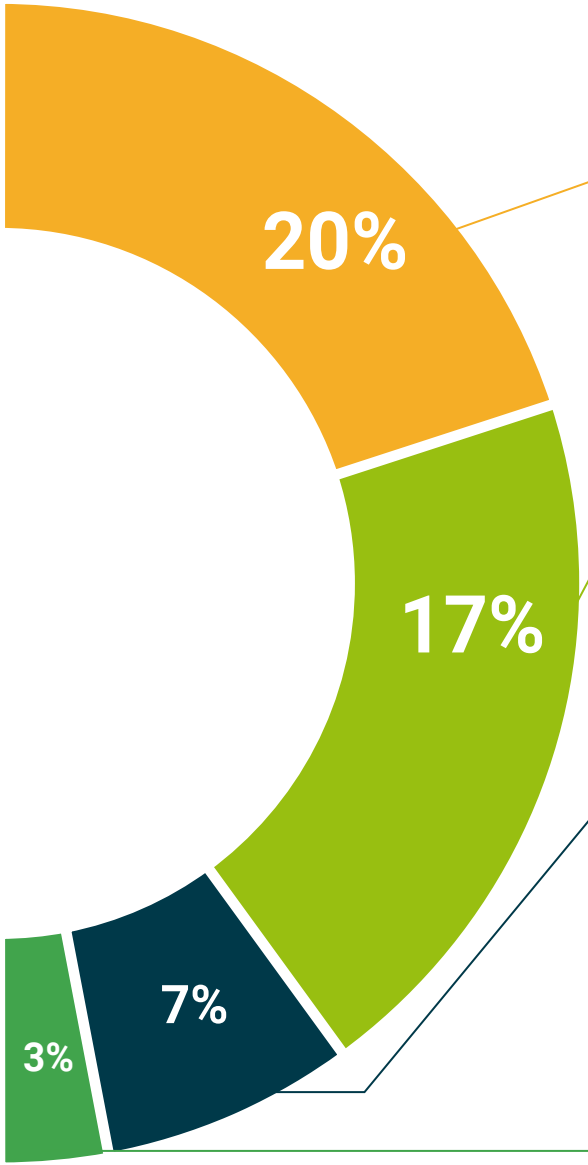
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

The Postgraduate Certificate in Hearing Impairment guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Postgraduate Certificate in Hearing Impairment** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Hearing Impairment**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Hearing Impairment

This is a qualification awarded by this University, equivalent to 150 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

tech technological university

Postgraduate Certificate
Hearing Impairment

- Modality: **online**
- Duration: **6 weeks**
- Certificate: **TECH Technological University**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Certificate

Hearing Impairment

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